DOCUMENT RESUME

ED 286 333 EC 200 513

AUTHOR	Bowers, Louis; Klesius, Stephen E.
TITLE	I'M SPECIAL Network. Final Report. National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, 1983-1986.
INSTITUTION	University of South Florida, Tampa. Dept. of Physical Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	7 Jul 86
GRANT	G008302280
NOTE	187p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Adapted Physical Education; *Disabilities; Elementary Education; Information Dissemination; *Inservice Teacher Education; *Instructional Leadership; *Leadership Training; Models; Physical Activities; Preservice Teacher Education; Professional Training; School Districts; State Departments of Education; Teacher Improvement; Videotape Recordings

ABSTRACT

This final report summarizes the activities of the I'M SPECIAL Program of Physical Education for the Handicapped. The 3-year project was designed to provide leadership training for physical education and special education university professors and state and local education agency personnel in the effective use of the I'M SPECIAL Instructional Modules as part of preservice or inservice education programs for teachers responsible for conducting physical education programs for handicapped students. In five regional seminars, 245 educators representing 46 state or other educational agencies were trained. Dissemination of the I'M SPECIAL Instructional Modules, a series of 15 color-sound videotapes and print materials concerning physical education for handicapped elementary students, was a second goal of the project. A total of 232 sets were distributed or reproduced. State plans were also developed for the coordinated delivery of preservice and inservice training experiences for teachers of physical education for handicapped students. The report describes results of participant evaluations and documents total number of viewings of the modules since 1984. Among six recommendations which conclude the report is one urging the establishment of a Center for Research and Education in Physical Education for Handicapped Students. The bulk of the document consists of seven appendixes including the I'M SPECIAL Network description and cover letter, a list of the Northeast Regional Seminar participants, evaluation form, letters of commendation, state workshop descriptions and agendas, and six issues of Network News, the newsletter of the I'M SPECIAL Network. (JW)

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: 10

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. SP

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED286333

Final Report
I'M SPECIAL Network

National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped 1983-1986

Project Identification Number
G00830280 (2)

Project Directors
Louis Bowers, Ph.D.
Stephen E. Klesius, Ph.D.

Department of Physical Education
College of Education
University of South Florida
Tampa, Florida 33620

July 7, 1986

BEST COPY AVAILABLE

EC 200513

Table of Contents

		Page
I.	INTRODUCTION	1
II.	PURPOSE AND ARRANGEMENTS	
	Purpose of the Project	2
	Description of the I'M SPECIAL Instructional Modules	3
	Arranging Network Participation	4
	Seminar Sites and Dates	6
	Seminar Schedule	8
	Seminar Notebook	8
III.	PROJECT RESULTS	
	Seminar Participants	15
	Evaluation of the Seminars	17
	Utilization of the I'M SPECIAL Instructional Modules	22
	Workshops Conducted by Members of the I'M SPECIAL Network	30
	Network News	30
IV.	THE PROJECT STAFF REFLECTS ON THE PROJECTS ACCOMPLISHMENTS	31
V.	CONTINUATION OF THE I'M SPECIAL NETWORK	33
VI.	SUMMARY AND RECOMMENDATIONS	35

LIST OF FIGURES

1.	Suggested Pattern for a Department of Education Seminar Team	5
2.	I'M SPECIAL Network Regions	7
3.	Training Seminar Agenda	9
4.	Leader's Guide: Table of Contents	12

LIST OF TABLES

1.	Analysis of Project Participants	15
2.	Analysis of I'M SPECIAL Network Participant Job Roles by Seminars	16
3.	Seminar Formative Evaluation Results	18
4.	Seminar Summative Evaluation Results	21
5.	Analysis of Utilization	29

APPENDIXES

A. Reproduction Agreement Form
B. I'M SPECIAL Network Description and Cover Letter
C. I'M SPECIAL Network Participants
D. Formative Evaluation Forms
E. Letters of Commendation
F. State Workshop Descriptions and Agendas
G. Network News, Issues 1-6

INTRODUCTION

After a three-year funding cycle, beginning in August, 1983 and ending May 31, 1986, the I'M SPECIAL Network, the National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, has been completed. This report will document the process and achievements of the I'M SPECIAL Network Project, as well as make recommendations for dissemination of information concerning the improvement of professional practices in physical education for handicapped children.

The Project Directors were Dr. Louis Bowers and Dr. Stephen E. Klesius. The Project Coordinator was Bill Price and the Project Secretary was Peggy Piscitello. This Project Staff was consistent throughout the full three-year funding period of this grant.

This report will be divided into five additional sections explaining the purpose and arrangement of the Project, project results, and impressions and reflections of the Project Staff, continuation of the I'M SPECIAL Network, and summary and recommendations. In addition, appendixes, figures, and tables support the text information.

PURPOSE AND ARRANGEMENTS

Purpose of the Project

The National Dissemination Model for the I'M SPECIAL Instructional Modules was designed to provide leadership training for physical education and special education university professors and state and local educational agency personnel to implement the I'M SPECIAL series as part of preservice and inservice education programs concerning physical education for handicapped children. This goal was achieved as a result of five regional three-day seminars, inclusion of this content in a Department of Defense Dependents School Workshop on Physical Education for Handicapped Students, and consultation and information center activities. To assist these educators to implement the I'M SPECIAL Instructional Modules in preservice and inservice education programs, one set of the series was provided to each participating state or other educational agency, and upon completion of an agreement process, additional sets of the I'M SPECIAL Instructional Modules could be reproduced for use within the state (see Appendix A). Furthermore, the project provided consultation and information services to state departments of education, on a request basis, concerning the use of the I'M SPECIAL Instructional Modules in preservice and inservice education programs in physical education for handicapped children.

The objectives of the project for participants who completed a Regional Leadership Seminar for the National Dissemination Model for the I'M SPECIAL Program of Physical Education for Handicapped Children, referred to as the I'M SPECIAL Network, are able to:

1. Understand the purpose of the I'M SPECIAL Network.
2. Describe the purpose of the I'M SPECIAL Instructional Modules.
3. State the general content of each of the I'M SPECIAL Instructional Modules.
4. Describe the preservice, inservice, and educational television applications of the I'M SPECIAL Instructional Modules.
5. Describe the role and responsibilities of an I'M SPECIAL Network Workshop Leader/Facilitator.
6. Describe how to conduct an educational experience using the I'M SPECIAL Instructional Modules.
7. State the procedure for using the I'M SPECIAL Instructional Modules Utilization Report Form to record the number of participants trained, the extent of training provided, and the I'M SPECIAL materials used in the training experience.
8. Identify the procedure for contacting the I'M SPECIAL Network Information Center to receive follow-up consultation and materials.

The objectives for each State Department of Education Team which participated in the I'M SPECIAL Network Project are as follows:

1. To incorporate into an existing state plan or develop a state plan of action for using the I'M SPECIAL Instructional Modules in either: a) a) university preservice courses, b) state and/or local educational agency inservice education programs, or c) educational television broadcasts.

2. To incorporate into an existing state plan or develop a state level plan of action to coordinate the dissemination of the I'M SPECIAL Instructional Modules among University, State Department of Education, and Local Educational Agencies.

Description of the I'M SPECIAL Instructional Modules

The I'M SPECIAL Instructional Modules were designed to develop positive attitudes and increase the competency level of teachers responsible for providing physical education programs for handicapped children. The series was developed at the University of South Florida as a result of a U. S. Department of Education, Office of Special Education and Rehabilitative Services grant during 1979 to 1982 by Dr. Louis Bowers and Dr. Stephen E. Klesius. The I'M SPECIAL Series consists of fifteen videotapes and instructional booklets. Each of the videotapes, except one, are fifteen minutes in length, are color-sound productions, and are available in three-quarter and half-inch format videotape cassettes. The videotapes can be viewed by teachers at their school or as part of a university course or inservice education workshop presentation. The videotapes meet technical specifications for public or cable access television station broadcast.

The title and contents of each videotape of the I'M SPECIAL Instructional Modules are as follows:

Number	Title	Content
P	This is I'M SPECIAL	A preview summary showing highlights of the I'M SPECIAL Instructional Module videotapes.
1	Handicapped or Handicapable	Why handicapped children need physical education. What causes handicaps. Successful handicapped adults appear as role models.
2	Score one for P.E.	P.L. 94-142: its mandates and basic regulations, in a question and answer format.
3	On the Edge of Light	P.L. 94-142: the IEP and least restrictive environment, in a satirical soap opera format.
4	Humans in Motion	The systems of the body and how they produce movement. Physicians tell how activity affects selected impairments.

Title and Contents of Videotapes (continued)

Number	Title	Content
5	The Appropriate Challenge	The "what" and "why" of developmental physical education. Its application with handicapped children. The use of competition is explained.
6	Principles and Practices	Principles of developmental physical education put into practice in a variety of educational situations.
7	A Lifetime of Discovery	Sequence of motor development in children, from reflexes to skilled performance applications.
8	Places to Play	Rationale and design of play environments to stimulate the movement of children, especially handicapped children.
9	A Sense of Space	Developing body and spacial awareness, featuring Dr. Sylvia Richardson, with teachers sharing their ideas and activities.
10	A Question of Balance	The circus illustrates principles of balance and posture and activities to develop them. Featuring handicapped circus performers.
11.	On the Move	A marching band, animals, and children illustrate the development and analysis of body transport patterns.
12.	Reaching Out	The development of manipulative patterns in a school setting. Slow motion analysis. Activities to improve manipulative skill are shown.
13.	Name of the Game	A teacher relives how he learned to use games; illustrating their purpose, structure, and how to modify them.
14.	Fit to Function	Principles and activities for improving physical fitness. Importance of fitness for handicapped persons.

Arranging Network Participation

An information booklet and cover letter describing the project, (see Appendix B), were written and sent to each chief state/agency education director with copies to the state special education, physical education and inservice education directors. This method of establishing contact was chosen because it is the typical responsibility of the chief officer or superintendent of schools to refer proposed projects to the appropriate subject matter specialists. This procedure followed organizational protocal and served to gain the attention and support of the highest ranking educational official in a state department of education.

The Project Staff would receive communications from a state department of education official concerning the invitation to participate, or if no response came after an appropriate waiting time, a follow-up letter was sent, and in several instances, telephone calls were made.

State Departments of Education were chosen as the organizational center of participation because the I'M SPECIAL Network Project proposed the design of a state plan for use of the I'M SPECIAL Instructional Modules. Furthermore, after the regional leadership training seminar was completed, the state team members who attended the seminar would remain in communication with a state level contact person. This contact person would serve as the information link between the state team and the Project Staff.

This process of establishing communications with a department of education contact person varied in difficulty from quick and easy to very slow and arduous. In instances where a state was unable to fund participation, the department of education was asked to endorse the participation of university professors and local educational agency personnel. In such cases, the Project Staff, rather than the state I'M SPECIAL Network contact person, organized and assisted in making arrangements for participation.

To ease the task of selecting, orgainzing, and making arrangements for the participation of state team members, form letters and other materials were forwarded to the state contact person. As in other projects, some participants received complete information and others received little advance information. However, while using a contact person as the participation coordinator for state teams did make them responsible for their own team, it was an added responsibility in terms of the usual workload.

Included in the materials describing the I'M SPECIAL Network Project was a suggested pattern for a department of education seminar participating team. This information, (see Figure 1), was used as a means of describing the Project and negotiating with the state contact person to make arrangements for a comprehensive state team. While it was an ambitious goal, having 13-16 members per team, there were large states like Texas, well organized states like Louisiana, or interested territorial areas like Puerto Rico which had teams of 17, 19, and 16 seminar participants, respectively.

Figure 1

Suggested Pattern for a Department of Education
Seminar Participation Team

State Department of Education teams will be established to implement the I'M SPECIAL Network plan to train leaders and develop a support system for the use of the I'M SPECIAL Instructional Modules in preservice and inservice education in physical education for handicapped elementary school children. As a result of the regional leadership seminars, the teams will incorporate into or develop a state plan to disseminate the I'M SPECIAL Instructional Modules to state and local school systems and public and private universities, and will function as a leadership resource/support team within their state.

The suggested composition of the team, by area of responsibility and number of participants, is as follows:

1) Physical Education Leader at the State Department of Education level -- 1

2) Developmental/Adapted Physical Education Leader at the State Department of Education level -- 1

3) Special Education Leader at the State Department of Education level -- 1

4) Inservice Education Leader at the State Department of Education level -- 1

5) Supervisors of Physical Education or Physical Education Specialists at the local school district level -- 3 or 4

6) Supervisors of Special Education at the local school district level -- 3 or 4

7) University Professors, instructors of courses which address physical education for handicapped children or who provide inservice instruction in this area -- 3 or 4

The total number of participants on a state team would be 13 to 16. However, this number can be varied depending on the size and special needs of a state, through consultation with the I'M SPECIAL Network Directors. The typical state team has consisted of a total of 9 state department of education personnel, local educational agency personnel, and university professors.

Seminar Sites and Dates

The five I'M SPECIAL Network Regional Leadership Training Seminars were held during a period of time from March, 1984 to November, 1985. The Northeast Seminar was the first to be held and was conducted at the Murray Lincoln Center, University of Massachusetts on March 12-14, 1984. The second seminar was the Southeastern Seminar which was held at the Holiday Inn-Northeast, Tampa, Florida on April 9-11, 1984. On November 19-21, 1984, the South Central Seminar was conducted at the Ramada Inn, New Orleans, Louisiana and the Hyatt Regency-O'Hare in Chicago was the site of the North Central Seminar, which was conducted March 4-6, 1985. The fifth regional seminar was for the Western Region and was held at the Salt Lake Sheraton in Salt Lake City, November 18-20, 1985. In addition, I'M SPECIAL Network Leadership Training experiences were conducted as part of the Department of Defense Dependents Schools Workshop for Physical Education for the Handicapped, which was held at the Holiday Inn-Northeast, in Tampa, Florida, August 5-9, 1985. Figure 2 shows the I'M SPECIAL Network Regions, seminar sites, and lists the states and agencies that participated in each seminar.

WESTERN REGION

West (1985)

1. Alaska
2. Arizona
3. Colorado
4. Hawaii
5. Montana
6. Nevada
7. Oregon
8. Utah
9. Wyoming
10. Bureau of Indian Affairs

Department of Defense Dependents Schools:
Regions (1985)

1. Atlantic
2. Germany
3. Mediterranean
4. Pacific
5. Panama

CENTRAL REGIONS

North Central (1985)

1. Illinois
2. Indiana
3. Iowa
4. Kentucky
5. Michigan
6. Minnesota
7. Ohio
8. Wisconsin

South Central (1984)

1. Arkansas
2. Kansas
3. Louisiana
4. Mississippi
5. Oklahoma
6. Tennessee
7. Texas

EASTERN REGIONS

Northeast (1984)

1. Connecticut
2. Delaware
3. Maine
4. Maryland
5. Massachusetts
6. New Jersey
7. New York
8. Rhode Island
9. Vermont
10. West Virginia

Southeast (1984)

1. Alabama
2. Dept. of Defense
3. District of Columbia
4. Florida
5. Georgia
6. North Carolina
7. Puerto Rico
8. Virgin Islands
9. Department of Defense

Seminar Schedule

The schedule of activities to achieve the objectives of the I'M SPECIAL Network Regional Leadership Training Seminars was carefully designed by the Project Staff. The two and one-half day schedule was selected because it was thought that the participants could be easily excused from their professional responsibility for this time and that the topics to be covered required that length of time. The seminar schedule was similar for each of the five regional seminars, however, each was slightly different in terms of local considerations. The Western Region Leadership Seminar schedule (see Figure 3) is presented as an example of the training activities conducted during each of the I'M SPECIAL Network regional seminars.

Seminar Notebook

A seminar notebook, called the Leader's Guide, was compiled by the Project Staff. The material contained in the Leader's Guide was arranged in reference to the seminar schedule, and not only provided information directly related to each seminar presentation, but in many cases provided background information. Following each of the seminars, the Leader's Guide was revised and up-dated to better achieve the purposes of the project and conform to any seminar schedule changes. The table of contents for the Leader's Guide used for the Western Region Leadership Training Seminar is presented in Figure 4 on pages 12 to 14.

Figure 3

I'M SPECIAL Network

Western Regional Training Seminar Agenda

Sunday

7:00-10:00 p.m. - Early Registration

Monday, Day One

8:00 a.m. - Registration

8:30 a.m. - Welcome, Introductions and Announcements

9:00 a.m. - I'M SPECIAL Network: Purpose and Roles, and I'M SPECIAL Instructional Modules: Purpose and Use by I'M SPECIAL Network State Teams

9:15 a.m. - The I'M SPECIAL Instructional Modules: Content and Uses, and I'M SPECIAL Instructional Module P - "This is I'M SPECIAL"

10:00 a.m. - Break

10:20 a.m. - I'M SPECIAL Instructional Module 1 - "Handicapped or Handicapable" and an Overview of Experiences to Simulate Impairments

11:00 a.m. - I'M SPECIAL Instructional Modules, 2 and 3 - "Score One for Physical Education" and "On the Edge of Light"

11:45 a.m. - Lunch

12:55 p.m. - I'M SPECIAL Instructional Module 4 - "Humans in Motion"

1:45 p.m. - Explanation of the State Plan of Action and State Team Task 1: Status Report of State Activities in Physical Education for the Handicapped

2:30 p.m. - Task 1: State Team Reports

3:30 p.m. - Break

3:50 p.m. - I'M SPECIAL Instructional Modules 5 and 6 - "The Appropriate Challenge" and "Principles and Practices"

4:45 p.m. - Announcements and Evaluation of Day One

5:00 p.m. - End of Day One

5:30 p.m.-7:00 p.m. - Seminar Social (I'M SPECIAL Network Project Headquarters, Sheraton Hotel, room to be announced.)

Note: If you want to learn how to safely make the correct cable connections, operate, and care for vieotape playback equipment, a hands-on opportunity will be available in the main seminar room on Tuesday, Day Two, at 8:00 a.m., prior to the morning announcements.

Tuesday, Day Two

8:10 a.m. - Announcements

8:20 a.m. - I'M SPECIAL Instructional Module 7 - "Lifetime of Discovery"

8:50 a.m. - I'M SPECIAL Instructional Module 8 - "Places to Play", Design of Developmental Play Centers, and the Role of the Play Facilitator

9:45 a.m. - I'M SPECIAL Instructional Module 9 - "Sense of Space"

10:15 a.m. - Break

10:35 a.m. - Gaining Access with the I'M SPECIAL Instructional Modules to Commercial, Public, and Cable Access Television: Reaching a Larger Audience

11:05 a.m. - I'M SPECIAL Instructional Module Reproduction Agreement and Technical Aspects of Videotape Electronic Transfers

11:35 p.m. - I'M SPECIAL Instructional Module 10 - "A Question of Balance"

12:00 Noon - Lunch

1:00 p.m. - Explanation of State Team Task 2 and State Team Meeting: Plan of Action for Utilization of the I'M SPECIAL Instructional Modules

2:00 p.m. - State Team Plan of Action: Progress Reports

2:30 p.m. - Break

2:50 p.m. - I'M SPECIAL Instructional Modules 11 and 12 - "On the Move" and "Reaching Out"

3:20 p.m. - Considerations for Planning Inservice Education in Physical Education for the Handicapped and Sample Workshop Learning Experiences, using the I'M SPECIAL Instructional Modules

4:15 p.m. - Announcements and Evaluation of Day Two

4:30 p.m. - End of Day Two

Wednesday, Day Three

8:05 a.m. - Coffee and Danish

8:25 a.m. - Announcements

8:30 a.m. I'M SPECIAL Instructional Modules Utilization Report Form Procedures, I'M SPECIAL Network Follow-Up Consultation Process, and the "Network News"

8:40 a.m. - I'M SPECIAL Instructional Modules 13 and 14 - "Name of the Game" and "Fit to Function" and Design of Fitness Course for the Handicapped

9:35 a.m. - State Team Meeting: Consolidation and Summarization of the State Plan of Action for Preservice and Inservice Uses of the I'M SPECIAL Instructional Modules

10.15 a.m. - The Plan of Action: State Team Reports

11:00 a.m. - Seminar Summary, and I'M SPECIAL Network Support Activities Number One and Two

11:20 a.m. - Evaluation of Day Three and Final Seminar Evaluation

11:30 a.m. - End of the I'M SPECIAL Network Regional Leadership Training Seminar

Figure 4

Leader's Guide: Table of Contents

Agenda..... i

Table of Contents..... ii

I'M SPECIAL Network Project Personnel..... 1

I'M SPECIAL Network Project Officers and Advisory Board..... 3

Purpose of the I'M SPECIAL Network..... 7

I'M SPECIAL Network Regional Leadership Seminar Objectives..... 8

Roles of an I'M SPECIAL Network Leader..... 9

"This is I'M SPECIAL," Module P..... 10

Content Sequence..... 15

Paired Video Tapes for Thirty Minute Television Programming..... 16

Uses of the I'M SPECIAL Instructional Modules..... 17

Open University Course Outline..... 18

"Handicapped or Handicapable," Module 1..... 22

Test Questions for Module 1..... 26

Simulating Handicapping Conditions: Role Playing of Impairments..... 27

"Score One for Physical Education," Module 2..... 36

"Score One for Physical Education," Viewing "Test" Form..... 41

Test Questions for Module 2..... 42

"On the Edge of Light," Module 3..... 45

Test Questions for Module 3..... 50

"Humans in Motion," Module 4..... 52

Test Questions for Module 4..... 57

State Action Plan - Task 1..... 58

"Appropriate Challenge," Module 5..... 60

Test Questions for Module 5..... 64

What Concepts Were Presented in the Videotape, "Appropriate Challenge".... 66

"Principles and Practices," Module 6..... 67

Test Questions for Module 6..... 70

List of Steps for Showing A Videotape Using A Typical VCR..... 72

Typical VCR Connections..... 73

Video Cassette Recording/Playback Unit (VCR) Care and Storage..... 74

"A Lifetime of Discovery," Module 7..... 75

Test Questions for Module 7.....79

"Places to Play," Module 8..... 81

Test Questions for Module 8..... 86

For the Child Play Is:..... 88

Checklist for A Quality Play Center..... 89

"A Sense of Space," Module 9..... 90

Test Questions for Module 9..... 96

Letter to Television Station Program Director..... 98

Production of I'M SPECIAL Videotapes.....100

I'M SPECIAL Instructional Modules Reproduction Agreement.....101

"A Question of Balance," Module 10.....102

Test Questions for Module 10.....107

Teaching Progression.....109

State Action Plan - Task 2.....110

Summary of the State Action Plan.....112

"On the Move," Module 11.....113

Test Questions for Module 11.....117

"Reaching Out," Module 12.....118

Test Questions for Module 12.....124

Inservice Education.....126

Considerations for Planning and Conducting A Workshop Presentation.....128

Needs Assessment, Physical Education for Handicapped Elementary School Children.....129

Participant Information Form.....130

Summary of the Sample One Hour Inservice Training Session.....132

Show an I'm special Instructional Module Videotape and--.....133

Objective: (Task Analysis).....134

Physical Education for the Handicapped Elementary School Child Workshop Evaluation Form.....135

I'M SPECIAL Network, Instructional Modules Utilization Report Form.....136

I'M SPECIAL Network Follow-Up Consultation Process.....137

"Name of the Game," Module 13.....139

Test Questions for Module 13.....143

"Fit to Function," Module 14.....144

Test Questions for Module 14.....148

State Team Meeting Information Summary/Reminder.....150

APPENDIX A. Envelope containing: I'M SPECIAL Brochure and Civitan - I'M SPECIAL Brochure

APPENDIX B. Network News: The I'M SPECIAL Network Newsletter

APPENDIX C. Uses of the I'M SPECIAL Instructional Modules

APPENDIX D. Directory of the Participants of All Regional Leadership Training Seminars

APPENDIX E. Notebook Paper

I'M SPECIAL NETWORK RESULTS

Seminar Participants

A grand total of 245 participants representing 46 state or other education agencies completed the five planned I'M SPECIAL Network Seminars and the training sessions held as part of the Department of Defense Dependents Schools Workshop for Teachers in Physical Education for Handicapped Students conducted by the Project Staff. The percentage of participants by area of responsibility and employing agency is presented in Table 1.

TABLE 1: Analysis of Project Participants

Agency: / Role:	Department of Education	University	Local Educational Agency	Special Olympics and other Programs	Total
Physical Education	08%	24%	40%	00%	72%
Special Education	07%	00%	08%	00%	15%
Other	02%	00%	07%	04%	13%
Total	17%	24%	55%	04%	100%

The greatest number of participants by role were physical educators, and local educational agencies had the highest percentage of participation by agencies. The state department of education participation was almost equal for physical and special education personnel. The mix of participants by area of responsibility and educational agency was seen by the Project Staff as a positive result and beneficial to achieving the goals of the I'M SPECIAL Network.

Table 2 presents the analysis of I'M SPECIAL Network participants by role and indicates the state or other educational agencies which participated in this project.

TABLE 2

Analysis of I'M SPECIAL Network Participant Job Roles by Seminars

N.E. Seminar State/ Agency	State DOE PE	State DOE Spec. Ed.	State DOE Other	Univ.	Local Ed. Agency PE	Local Ed. Agency Spec Ed	Local Ed. Agency Other	Special Olympics	OTHER	TOTAL
CT	1			1	9			1		12
DL	1					1	1			4
ME		1		1	4			1		7
MD	1	1			4					6
MA				2	1					3
NJ				2	1					3
NY	1	1		6	1					9
RI			1	1		1				3
VT			1							1
N.E. Total	4	3	2	13	20	2	1	2	0	48
S.E. Seminar										
AL	1			3	2	1				7
Dept. of Def.									1***	1
DC		1								1
FL		1		1*	3	1	1			7
IL				1						1
NC	1	2	1	1	3	1				9
PR	1			13					2**	16
U.S.T.A.									1***	1
VI	1									1
WV		1								1
S.E. Total	4	5	1	19	8	3	1	0	4	45
S.C. Seminar										
AR	1									1
GA	1	1	1	1	5	1				10
KS				1				1		2
LA	1	1		5	12					10
MS				2						2
OK	1	1		1	2					5
TN		1		2						3
TX		1		1	10	1	2			15
S.C. Total	4	5	1	13	29	4	2	1	0	57

*Bill Price of the Project Staff served as a member of the Florida Department of Education team but was not counted as a seminar participant.

**one student and one recreation department representative

***educational program directors

(Table 2 continued)

N.C. Seminar

State	State DOE PE	State DOE Spec. Ed.	State DOE Other	Univ.	Local Ed. Agency PE	Local Ed. Agency Spec Ed	Local Ed. Agency Other	Special Olympics	OTHER	TOTAL
IL		1		2	1					4
IN		1								1
IA					6					6
KY	1	1								2
MI				1						1
MN	1	1		3	4					9
OH				1						1
WI	1			1	1					3
N.C. Total	3	4	0	8	12	0	0	0	0	27

Western Seminar

Agency/ State										
ALASKA	1		1		2					4
BUREAU OF INDIAN AFFR.					1		1			2
COLORADO			1	2	1					4
HAWAII					1					1
IDAHO	1									1
MONTANA	1				2					3
NEVADA	1			1	2					4
OREGON				1						1
UTAH				2	7		3			12
VIRGINIA SPEC. OLYMP.								2		2
WEST Total	4	0	2	6	16	0	4	2	0	34

A total listing of the name and mailing address of all I'M SPECIAL Network Participants is given in Appendix C.

Evaluation of the Seminars

The effectiveness of the I'M SPECIAL Network Leadership Training Seminars was evaluated by formative and summative procedures. Summative evaluations were conducted at the Northeast, Southeast, and Western Region Seminars, the first, second, and fifth seminars, respectively. Formative evaluations were conducted at the North Central and South Central Regional Seminars. The results of these evaluations are presented in the following sections.

Formative Evaluation of the Seminars

Evaluation data for the Northeast (March, 1984) and Southeast (April, 1984) Seminars were collected for day 1, 2, and 3 seminar. The evaluation rating scale used a 5 point system where 5 indicated strongly agree, 4 indicated agree, 3 indicated disagree, 2 indicated strongly disagree, and 1 indicated not applicable or no opinion. The combined average of the Southeast and Northeast Seminars were: Day 1 - 4.42, Day 2 - 4.38, Day 3 - 4.55, and the achievement of seminar objectives - 4.45. The ratings of evaluations for each day of the two seminars and for the combined seminars are presented in Table 3.

TABLE 3: Seminar Formative Evaluation Results

Evaluation	NORTHEAST	SOUTHEAST	COMBINED
Day 1	4.22	4.68	4.42
Day 2	4.19	4.66	4.38
Day 3	4.35	4.73	4.55
FINAL	4.29	4.53	4.45

In general, the participants indicated strong positive approval of the seminar for each day and the achievement of the seminar objectives. While the Southeast Seminar ratings were slightly higher than the Northeast Seminar ratings both levels of ratings demonstrated that the participants perceived the seminar as a highly positive experience, with quality information being clearly and effectively presented by the Project Staff. It was suspected that this difference occurred, in part, because the Northeast Seminar was the first seminar to be conducted and the Southeast Seminar agenda and presentations were slightly modified as a result of the Project Staff's experience conducting the Northeast Seminar and the formal and informal data provided by participants.

Written responses to the open-ended questions, included as part of the daily evaluation forms, were very positive and supportive. The Northeast and Southeast seminar facilities were most frequently described as excellent; the I'M SPECIAL Instructional Modules were evaluated as being informative, useful, and very interesting; and the presenters were viewed as excellent and effective. The application of the information presented at the seminar to preservice and inservice education programs was described as extremely or very helpful. The seminar activity which was seen as the most helpful in achieving the objectives of the seminar was the discussions or explanations conducted before or after showing the I'M SPECIAL videotapes. In addition, the participants voiced their appreciation of the informal, warm, friendly, and caring seminar atmosphere created by the Project Staff.

The daily seminar evaluations served two purposes. First, immediate feedback concerning the participant's view of the effectiveness of the seminar was provided. This served a formative evaluation purpose, especially for the Northeast Seminar, where deviations from the preplanned agenda were made by the

Project Staff based on the daily participant evaluations. Evaluation data from the Northeast and Southeast Seminars were also considered in determining the agenda for the South Central Seminar to be held in New Orleans in November 1984. Participants ratings of the daily seminar sessions and the total seminar were very helpful and informative and served the summative purpose of demonstrating the results of the seminars.

The Project Directors and Coordinator recognized that each seminar would be slightly different in responses to the characteristics of the participants and the make-up of the state teams. In both the Northeast and Southeast Seminars, optional evenings meetings were held. In New Orleans the time schedule for the first day was slightly extended and no optional evening seminar meetings was scheduled. The same schedule was used in the Chicago and Salt Lake City seminars.

Based on these findings, it was planned that in the future seminars the amount of time devoted to discussions of the uses of the I'M SPECIAL Instructional Modules was maintained or increased. The Leader's Guide, the seminar notebook given to each participant, showed further refinement, including modification of the state plan facilitation tasks, a table of contents was included, and the pages numbered. The presentors further coordinated and refined their presentations in order to reduce unnecessary repetition of information and continue their informal, friendly, and sincere interactions with the seminar participants.

The participants of the I'M SPECIAL Network Western Region Leadership Training Seminar (November, 1985) completed evaluation forms each of the three days of the seminar. The evaluation rating scale used a 5 to indicate strongly agree, 4 to indicate agree, 3 to indicate partially agree, 2 to indicate disagree, 1 to indicate strongly disagree, and 0 to indicate not applicable. The first and second day evaluation forms included four questions related to the seminar organization and arrangements, and the form used for the last day had two questions of this nature. All three daily evaluation forms had three questions concerning the participant's perception of the information value, interest level, and usefulness of the I'M SPECIAL Instructional Modules, shown as part of the seminar's daily schedule of activities. In addition, the evaluation form had open-ended questions which gave the participants an opportunity to state their opinion. Appendix D presents these evaluation forms.

The average of all evaluation ratings for each day of the seminar were as follows: Day 1 = 4.56, Day 2 = 4.41, and Day 3 = 4.62. The range of Day 1 ratings was 4.40 to 4.80, the Day 2 range was 4.00 to 4.63, and the ratings for Day 3 ranged from 4.32 to 4.79. The combined ratings for all of the fourteen I'M SPECIAL Instructional Modules shown during the seminar were as follows: a) information value = 4.53, b) interest level = 4.62, c) usefulness = 4.48.

In terms of the open-ended response questions, the participants described the facilities as above average, with 19 comments ranging from "super" to "good" and three comments termed the facilities "comfortable" or "adequate." Cool meeting room temperatures and noise from outside the meeting room received a total of four participant comments. The I'M SPECIAL Network Staff's

effectiveness was rated on all three days of the seminar and the composite remarks were as follows:

a) "excellent," "very helpful," and "clear" = 32 comments
b) "very effective" or "extremely effective" = 17 comments
c) "organized" and "coordinated" = 15 comments
d) "knowledgeable" and "competent" = 5 comments

The evauation responses to the open-ended evaluation questions indicated that the participants liked the opportunities for idea sharing and thought the seminar was well organized, helpful, and informative. The participants would have liked more "activity" sessions which would have resulted in less "sitting and listening" on seminar days one and two. There was also strong support on the third day for the participants to "stay in contact" with the Project Staff.

The formative evaluation process was very useful in providing feedback to the Project Staff, both to adjust the daily seminar schedule, as was possible, and to consider changes in agenda for succeeding seminars. The expressions of opinions by the seminar participants were very positive concerning the characteristics of the Project Staff, the organization of the seminars, and the quality of the seminar sites. The conclusion can be drawn that the Project Staff was knowledgeable and helpful, the organization of the workshop was efficient, and the sites were excellent and suited to the purpose of the seminar.

Summative Evlauation of the Seminars

The purpose of the I'M SPECIAL Network Leadership Training Seminars was to assist educators to effectively use the I'M SPECIAL Instructional Modules in preservice and inservice education in physical education for handicapped elementary school students. This purpose was achieved through seminar training experiences which were keyed to the project objectives. To determine the effectiveness of the seminar in achieving these objectives, summative evaluation test questions were developed by the Project Staff. The summative evaluation was conducted at the end of each day of the South Central (November, 1984) and North Central (March, 1985) Regional Seminars with a total of eighty-two participants completing these knowledge test questions.

The results of the summative evaluation are reported in Table 4. The figures given for each of the project objectives indicates the percent of participants who correctly answered the corresponding evaluation question.

TABLE 4

Seminar Summative Evaluation Results

Participant Objectives....

1. Describe the purpose of the I'M SPECIAL Network - 92%*
2. Identify the purpose of the I'M SPECIAL Instructional Modules - 82%
3. State the general content of each of the I'M SPECIAL Instructional Modules - 47%
4. Describe the preservice and inservice applications of the I'M SPECIAL Instructional Modules - 84%
5. Describe the role and responsibilities of an I'M SPECIAL Network Leader - 88%
6. Describe how to conduct an educational experience using the I'M SPECIAL Instructional Modules - 82%
7. State the procedure for using the I'M SPECIAL Instructional Modules Utilization Report Form - 95%
8. Identify the procedure for contacting the I'M SPECIAL Network Information Center to receive follow-up consultation and materials -83%

State Department of Education Objectives--

Incorporate into an existing state plan or develop a state plan of action for using the I'M SPECIAL Instructional Modules in either: a) university preservice courses, b) state and/or local educational agency inservice education programs, and/or c) community awareness television programming -86%

The summative evaluation results were excellent, with eight of the nine areas evaluated having 80 or more percent of the participants correctly answering the evaluation questions related to the project objectives. The objective which fell below this level was objective 3, which concerned the identification of the contents of the I'M SPECIAL Modules. As a result of this information, the Project Staff incorporated additional learning experience and give greater emphasis to this content during the Western Regional Leadership Training Seminar.

*Percentages shown represent the number of participants who correctly answered the knowledge test question related to this objective.

Utilization of the I'M SPECIAL Instructional Modules

The report of utilization of the I'M SPECIAL Instructional Modules is presented in three reports. The first two reports were conducted before all five regional leadership training seminars were conducted and the last report was conducted a month and a half after the Western Region Leadership Training Seminar was conducted.

Complete accounting of the total use of the I'M SPECIAL Instructional Modules is made difficult for two reasons. The first reason is that the Northeast and Southeast Region I'M SPECIAL Network Leaders have been using the I'M SPECIAL Instructional Modules for over two years, whereas the Western Region Leaders have only had approximately six months, at the time of this report, to plan and conduct preservice and inservice education presentations using the I'M SPECIAL Series. Secondly, only viewings included in the official utilization report submitted by the state I'M SPECIAL Network contact person are counted. A few states have not submitted official reports, even though the Project Staff has changed the utilization reporting procedure several times, and it is the po.icy of the Project Staff not to count secondhand or orally reported utilization reports.

For the purpose of reporting utilization, a viewing is defined as one person viewing one videotape. Thus, if twenty inservice education teachers viewed two different videotapes during a workshop, the total number of viewings would be recorded as forty viewings.

At the end of the U. S. Department of Education funding for this Project, 303 sets of the I'M SPECIAL Instructional Modules were in use in 46 state or other educational agencies, by 245 trained leaders. The impact of the Project, as reported by utilization reports to the Project Staff, indicates that this Project has had, and it can be projected to continue to have, significant effect on preservice and inservice education programs for teachers of physical education for handicapped children.

Utilization reports from state department of education contact persons for the I'M SPECIAL Network have been submitted for three report periods. The first utilization report from the state contact person was due December 1, 1984. The following reports of the utilization of the I'M SPECIAL Instructional Modules are for the states that participated in the Northeast, Southeast, and South Central Regional Leadership Training Seminars. The total number of viewings for the first report period were 1,458 preservice viewings, and 762 inservice education viewings.

NEW YORK - The I'M SPECIAL Instructional Modules have been shown as part of preservice education programs to 965 physical education, special education, and elementary education teachers and dance therapists. These education presentations were conducted by five different I'M SPECIAL Network leaders. A total of 441 physical education, elementary education, and special education teachers and administrators viewed 32 different I'M SPECIAL videotapes as part of inservice education progrms. In addition, two I'M SPECIAL Instructional Modules were shown at the New York State Physical Education Convention in November, 1984. Future activities include a cable/television

broadcast of I'M SPECIAL and a session of I'M SPECIAL as part of a physical education conference hosted by New York University during the sprin of 1985.

MAINE - Three sessions were presented at the Maine Association for Health, Physical Education, Recreation, and Dance Annual Conference with over 75 participants. The state team will meet again to develop a plan for a series of inservice training workshops throughout the State of Maine.

RHODE ISLAND - A seven station cable television program called Able Too, which was aired throughout the New England area, included an I'M SPECIAL videotape and an Adapted Aquatics videotape by Dr. Lorraine Bloomquist. Several I'M SPECIAL videotapes have also been shown to different groups including the staff of the Meeting Street School and the Rhode Island Easter Seal Society. This utilization report for the Rhode Island I'M SPECIAL Network Leaders showed that 130 physical and special educators viewed eight I'M SPECIAL videotapes as part of inservice education programs and 493 physical and special education majors viewed nine different videotapes.

NORTH CAROLINA - Three inservice uses of the I'M SPECIAL Instructional Modules. A total of 87 physical education and special education teachers viewed six videotapes from the I'M SPECIAL Series. Michael Churton also showed several I'M SPECIAL videotapes as part of a presentation of the North Carolina council for Exceptional Children Conference.

ALABAMA - Several universities (Jacksonville State, University of South Alabama, University of Alabama in Birmingham and Troy State University) are using the I'M SPECIAL Instructional Modules in preservice physical education and special education courses.

VIRGIN ISLANDS - Romel Wallace, Acting Coordinator of Health, Physical, and Driver Education submitted a report for the Virgin Islands. He has circulated information about the Series to all physical education teachers and is recruiting individuals to become a member of the State I'M SPECIAL Network Team. He has also shown six of the tapes to five members of the Virgin Islands Department of Education Staff.

DISTRICT OF COLUMBIA - A one and a half day inservice program was conducted for 10 physical education teachers and two other educational personnel and plans were recommended for developing activities to be implemented by personnel through city-wide and regional programs. Contact was also made with the Physical Education Department Chairperson, University of the District of columbia for the purpose of sharing the I'M SPECIAL Instructional Modules with their physical and special education students.

OKLAHOMA - The I'M SPECIAL Instructional Modules have been shown to both regular education and special education directors in the Department of Education and to a statewide screening committee for educational television. A trainers workshop was held at Central State University for university and public school personnel. A total of 20 people were invited to this five-hour training session.

KANSAS - Dr. Barry Lavay and Randi Williams have shown several I'M SPECIAL Instructional Modules to two State Department of Education administrators. Barry and Randi also prepard and submitted a final state plan to the Kansas State Department of Education detailing steps needed to implement the I'M SPECIAL Network and conduct inservice and preservice activities using the I'M SPECIAL Instructional Modules. The response to the videotapes and the state plan were very positive and it was agreed that the state plan should be implemented.

The second call for completed Utilization Report Forms to state department of education I'M SPECIAL Network Contact Persons was for July, 1985. State utilization reports were received by the Project Staff throughout the summer and were compiled by the Project staff in August and September, 1984. The reports revealed that there were an additional 5,172 preservice, 4,121 inservice, and 2,361 undifferentiated viewings of the I'M SPECIAL Instructional Modules as part of teacher education courses, inservice education presentations, professional conference sessions, or administrative reviews.

ALABAMA - A total of 101 preservice viewers have seen I'M SPECIAL Instructional Modules and the total number of viewings of the I'M SPECIAL Instructional Modules was 611. The I'M SPECIAL Series has been implemented in preservice courses by Donna Hester at the University of Alabama-Birmingham and Glenn Roswal at Jacksonville State University.

DELAWARE - Frank Jelich arranged and conducted a two-day inservice education, one credit, course entitled I'M SPECIAL, which was advertised in a statewide bulletin.

DISTRICT OF COLUMBIA - Richard Jones conducted a workshop on the use of the I'M SPECIAL Instructional Modules for district personnel at the Prospect Learning Center.

GEORGIA - Reported 73 different showings of I'M SPECIAL Videotapes with 297 viewers. Candy Norton, Mary Czentnar, M. R. Bryar, Jewel Wade, and Ann Salisbury have conducted one or more workshops using an I'M SPECIAL Instructional Module. Ernie Bundschuh is using the Series at the University of Georgia.

IOWA - Plans for the fall include a two-day "P.E. Programs for the Handicapped Students in Iowa Project," sponsored by the Department of Education and Drake University and an awareness session at the Iowa AHPERD Conference, using the I'M SPECIAL Instructional Modules.

LOUISIANA - Four universities are using the I'M SPECIAL Series (Louisiana Tech, University of Southwestern Louisiana, Louisiana State University - Baton Rouge, and Southern University). Janice Fruge' reported 118 preservice and 288 inservice viewers, as a result of 11 inservice workshops conducted during the spring and summer. This extends to a total of 2,361 viewings of the I'M SPECIAL Videotapes. Camille Martin, Jeannette Primm, Fred Parker, Jeff Yando, Geoffrey Broadhead, Gail Clark, Ellen Gillentine, Sandra Bowen, Mike Stassi, Melinda Solmon, Joy Miquez, and Jo Cowden made presentations using the I'M SPECIAL Videotapes.

MARYLAND - Four school districts and Frostburg State College are serving as distribution centers for the I'M SPECIAL Series. The State Department of Education compiled a detailed listing of the I'M SPECIAL Instructional Modules and the suggested use of each Module for adapted physical education course competencies.

NEW YORK - A total of 1,324 preservice viewings, as part of university courses (taught by Leigh Keiffert, Diane DeBacy, Pat Krebs, Joe Winnick, and Diane Craft), and 596 viewings by inservice teachers attending workshops were reported. In addition, Pat Krebs, of Adelphi University, has made arrangements for cablevision telecast of the series over a Long Island station for the New York City area.

NORTH CAROLINA - Jim Rich reported that from September, 1984 to July 1, 1985, a total of 69 adapted physical education workshops were conducted and that the I'M SPECIAL Instructional Modules were used as part of 31 of these inservice education meetings. In addition, the I'M SPECIAL Series was used as part of consultation with 7 North Carolina school systems.

MICHIGAN - Billye Cheatum invited Lou Bowers to be a speaker at the Adapted Physical Education Summer Institute of the University of Western Michigan, for a one-day seminar featuring the I'M SPECIAL Instructional Modules, on August 16, 1985. In addition, Dr. Bowers conducted a one-day I'M SPECIAL Workshop as part of the Michigan AHPERD Convention at Battle Creek on November 7, 1985.

MINNESOTA - George Hanson reported the use of the I'M SPECIAL Instructional Modules at a principals' conference, in eight inservice presentations, and as part of nine preservice education courses. A total of 61 preservice viewings and 411 inservice viewings of I'M SPECIAL Videotapes were reported. In addition, a cable television series of three half-hour programs, each featuring an I'M SPECIAL Videotape and a guest speaker, has been prepared by Jack Willhite. Roger Thomas, Jeanne Saari Ewen, and Stephen Grineski made presentations using the I'M SPECIAL Series.

OKLAHOMA - The I'M SPECIAL Instructional Modules received a highly favorable rating by the Oklahoma Instructional Television Advisory Committee, which resulted in plans for the Series to be

aired beginning January, 1986. In addition, Harvey Tedford also reported that 80 teachers and administrators viewed I'M SPECIAL Videotapes in 5 presentations, for a total of 382 viewings, with Linda Haines conducting two of these workshops.

PUERTO RICO - In August, Dr. Bowers enjoyed seeing many I'M SPECIAL Network Leaders in Puerto Rico during the Joint Caribbean Conference on Disability and Rehabilitation. Dr. Bowers made a general session presentation entitled "Sport and Leisure for the Disabled: An International Perspective" and a choice session presentation on the I'M SPECIAL Network Project. Mariano Santini gave a general session address on the status of adapted physical education in the Caribbean in which he reported Puerto Rico's participation in the I'M SPECIAL Network. Later in the program, Mariano Santini and Vanessa Bird made a choice session presentation utilizing several I'M SPECIAL Videotapes.

RHODE ISLAND - A report by Diane Devine listed 550 preservice and 48 inservice viewings. Lorraine Bloomquist of the University of Rhode Island arranged for telecast of the I'M SPECIAL Videotapes via cable television.

TEXAS - Claudia Knowles reported 12 inservice and preservice presentations utilizing the I'M SPECIAL Instructional Modules, with 299 inservice and 150 preservice viewers. The number of I'M SPECIAL Videotape viewings was 1,350 preservice and 1,955 inservice during this report period. Virginia Ellison, Joe Blot, Fred Shafer, Camilla Reid, and Claudia Knowles presented one or more I'M SPECIAL Instructional Modules as part of training sessions in physical education for the handicapped.

VIRGIN ISLANDS - Rommel Walace showed the I'M SPECIAL Instructional Modules to 6 school administrators at the Department of Education Curriculum Center.

WISCONSIN - Gordon Jensen, reported that three different orientation sessions concerning the Series have been conducted or are planned for the fall. Lane Goodwin used the I'M SPECIAL Instructional Modules in his adapted physical education professional preparation program.

For the most recent utilization report period, July to January, 1986, viewings of the I'M SPECIAL Instructional Modules videotapes were reported by 16 states, the District of Columbia, the Department of Defense Dependents Schools and the Virginia Special Olympics. A total of 11,704 viewings with 5,217 preservice and 6,487 inservice viewers were reported. Summary reports for each of the reporting educational agencies are presented below, in alphabetical order.

ALASKA - Myra Howe has requested us to send the master videotapes to reproduce five copies of the Series, to be used throughout the State.

COLORADO - Utilization reports were received from Nancy French, Judy Ray and Dean Betts. Betts is using the Series in several courses at the Unversity of Northern Colorado. A total of 48 preservice viewings of the I'M SPECIAL Videotapes were reported.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS - A utilization report was sent to the Project Staff by Carolyn Haberer, Mannheim Elementary School in West Germany, reporting an inservice showing of "Handicapped or Handicappable" for a group of 20 educators.

DISTRICT OF COLUMBIA - Doris Wilson and Richard Jones reported that the I'M SPECIAL Instructional Modules continue to be used by teachers and as part of presentations in the District of Columbia.

FLORIDA - Cheryl Wren and the I'M SPECIAL Network Project Staff reported using the I'M SPECIAL Instructional Modules as part of programs for United Cerebral Palsy, a parents group, and inservice education presentations. Of course, the Modules are being used at the University of South Florida in undergraduate and graduate courses. A total of 1,467 preservice viewings and 89 inservice viewings were reported.

HAWAII - Six inservice education program uses of the I'M SPECIAL Instructional Modules were reported by Cathy Brasher, Larry Nygan, Joanne Parrish, and Stephanie Kataoka. A total of 122 viewings were reported since the Western Region I'M SPECIAL Leadership Training Seminar, which was held in November, 1985.

IOWA - Kathy Gundlach, Chelle Manhardt, Susan Brophy, Jackie Krogh, Lynn Pomplun, and Robert Tucker reported 98 preservice and 765 inservice education viewings of the I'M SPECIAL Instructional Modules. An Iowa State AHPERD Convention presentation and a conference at Drake University were conducted during this report period by the "I'M SPECIAL Iowa Leadership Team." This conference is described later in this newsletter.

KANSAS - The I'M SPECIAL Instructional Modules are being used in undergraduate adapted physical education and graduate motor development courses by Barry LaVay at Fort Hays State University. A total of 240 preservice viewings were reported.

LOUISIANA - George Smith and Jimmy Wallace each made a presentation with a total of 144 inservice education viewers. Janice Fruge reported that the I'M SPECIAL Instructional Modules are being used in graduate and undergraduate courses at five Louisiana universities.

MASSACHUSETTS - Susan Abendroth reported that the I'M SPECIAL Instructional Modules were shown at the MAHPERD Convention with "several hundred" people in attendance. Utilization reports from Carol Gregory and Beth Evans indicated that there were 838 preservice and 267 inservice viewings of the videotapes.

MINNESOTTA - Steve Grineski, George Hanson, Daryl Miller, and Randolph Miller completed utilization reports for inservice and preservice uses of the I'M SPECIAL Instructional Modules. There were 600 preservice and 1,131 inservice viewings. The Series is also being used in teacher education courses at St. Thomas College and Moorhead State University. The section of the newsletter entitled, "Sample I'M SPECIAL Workshops" presents a description of a conference directed by Steve Grineski which used the I'M SPECIAL Series as part of the program.

MONTANA - Spencer Sartorius made a presentation using two videotpes to 20 staff members of the Office of Public Instruction Services Unit. As a result ot this meeting, approval for the reproduction of 5 copies of the Series was given.

NEVADA - Kay Genasei reported that Nikki Eoff, Jeannie Cox Tribble, and Ed Gickling are using the I'M SPECIAL Series in the Washoe County School District and at the University of Nevada, Reno. The Nevada State Team met during April to discuss state needs and uses of the Series. A total of 20 preservice and 15 inservice education viewings were reported.

NEW YORK - Pat Krebs is now with the New York Special Olympics, Inc., and is pursuing the use of the I'M SPECIAL materials with their coaches. Larry Waite reported that Joe Winnick, Diane Craft (new address: State University of New York at Cortland, Department of Physical Education, Cortland, NY 13045), Diane DeBacy, and David Gilson reported use of the Series. The New York totals were 502 preservice and 450 inservice viewings of the I'M SPECIAL Instructional Modules.

NORTH CAROLINA - Jim Rich's summary of the I'M SPECIAL Team's utilization of the Series reported 399 preservice and 2,313 inservice viewings. This represented 9 preservice uses and 11 inservice presentations. He further reported plans for construction of 6 playgrounds for handicapped students with funding provided by local Civitan Clubs.

OKLAHOMA - Tom Hollis and Fretta Jones have joined Harvey Tedford in the State Department of Education Office as physical education specialists and have been thoroughly educated in the use of I'M SPECIAL Series. Dorothy Marotte, Muriel Herbrand, Kathleen Black, Steve Moyer, Vickie McKeamon, Jim Jordan, and Nancy Trammel use the I'M SPECIAL Instructional Modules as part of university courses. The number of preservice viewings was 225 and 30 inservice viewings were reported.

RHODE ISLAND - Dianne Devine, Claire Robinson, Dorothy Brightman, Ben Lombardo, Paula Sauber, and Loraine Bloomquist used I'M SPECIAL Videotapes with 415 preservice viewings and 15 inservice viewings.

TEXAS - Nanette Smith, Jean Horson, Fred Shafer, Fred Martinez, and Claudia Knowles reported 471 inservice education viewings of the I'M SPECIAL Instructional Modules. Instructional aides were included with physical and special education teachers for these inservice education workshops.

UTAH - Hester Henderson and Linda Koch reported 245 inservice education viewings of the I'M SPECIAL Instructional Modules. Forty-nine physical and special educators and nine administrators attended four one-hour inservice sessions.

VIRGINIA SPECIAL OLYMPICS - Mary Alice Flynn, Linda Lampman, and Peter Lampman reported that they will present the I'M SPECIAL Series at the Virginia Special Olympics Spring Workship and that one teacher viewed six of the videotapes. They reported (in February) that while it has only been months since the Western Region Seminar, they have been so busy that it seems like years.

An analysis of the frequency of use of the videotapes of the I'M SPECIAL Instructional Modules revealed that the five most frequently used videotapes were as follows:

1. Handicapped or Handicapable
2. Principles and Practices
3. Places to Play
4. Name of the Game
5. Appropriate Challenge

These videotapes were used in a variety of preservice and inservice education presentations. The content coverage is also very diverse, ranging from information to influence attitude about handicapped children, to explaining the developmental physical educaton approach, and how to modify play environment and game experiences for handicapped children. Appendix E presents letters from state I'M SPECIAL Network contact persons which express varied uses of the I'M SPECIAL Instructional Modules.

In summary, Table 5 presents the total number of viewings of the I'M SPECIAL Instructional Modules as reported by members of the I'M SPECIAL Network during the implementation phase of this project March, 1984 to January, 1986.

TABLE 5

Analysis of Utilization

Report	Date	Preservice	Inservice	Undifferentiated	Total
1	March, 1984 to January, 1985	1,458	762	0	2,221
2	to July, 1985-	5,172	4,121	2,361	11,654
3	to January, 1986-	5,217	6,487	0	11,704
	Grand Total -	11,847	11,371	2,361	25,579

Workshops Conducted by I'M SPECIAL Leaders

Other examples of the use of the I'M SPECIAL Instructional Modules are the workshops, which have included the I'M SPECIAL Instructional Modules, which have been completed in five different states by I'M SPECIAL Network Leaders. These workshops were conducted for informational, inservice education credit and college course credit purposes. This listing is not inclusive of all workshops in which the I'M SPECIAL Instructional Modules were used but is reported as a sample of the results of this Project.

One of these workshops was evaluated by the Workshop Director, Steven Grineski, a participant at the I'M SPECIAL Network North Central Regional Leadership Training Seminar. Some interesting findings of Grineski's report to the I'M SPECIAL Network Project Staff are presented below.

As a result of the Moorhead State University I'M SPECIAL Workshop, the participants have:

1...."increased awareness for meeting the needs of students in the areas listed above (body and spatial awareness, manipulative skills, and physical fitness). -- 65%."

2...."attempted to meet the physical education needs of more students. -- 65%"

3...."modified games to better achieve my objectives. -- 65%"

4...."created games to achieve my objectives. -- 65%"

In conclusion, Grineski stated "Given these data, I believe the MSU I'M SPECIAL Workshop had a positive effect on the teaching behavior of the participants." Descriptions of these workshops and an evaluation report of one is presented in Appendix F.

Network News

The Network News, the newsleter of the I'M SPECIAL Network, was designed to communicate information from the Project Staff to the I'M SPECIAL Network Leaders and to share their success stories. The contents of the six issues, to date, of the Network News have included a variety of types of information. Reports of the make-up of participation at each of the regional seminars and the results of the participants' formative and summative evaluations have been included in several issues. The reports of utilization of the I'M SPECIAL Instructional Modules have also been given in three issues to both give credit to those I'M SPECIAL Network Leaders conducting the training and to serve as the stimulus to motivate other Leaders to use these materials. Lists of possible questions to be used to evaluate participant performance and different instructional activities which can be conducted before or after viewing an I'M SPECIAL Instructional Module, have been reported in the Network News.

At present, the Network News is being distributed to all I'M SPECIAL Network Participants. While the federal funding of this Project is ending, as to be explained in detail in a following section, both the I'M SPECIAL Network and the Network News will continue during the 1986-87 academic year as a result

of funding by the Civitan International Foundation. The Network News name and logo for Issue six reflects the involvement and support of Civitan Clubs in the continuation of this Project. The six issues of the Network News are presented in Appendix G.

THE PROJECT STAFF REFLECTS ON THE PROJECT'S ACCOMPLISHMENTS

Each of the members of the I'M SPECIAL Network Project Staff, (Lou Bowers, Steve Klesius, and Bill Price) separately stated in writing their reflections concerning the achievements of the I'M SPECIAL Network Project and their impressions of the impact of this project. The results of this reflective process are summarized in the following paragraphs.

While it was, and remains, a Project goal to achieve 100% participation of all states, districts, territories, and governmental agencies, this was perhaps unrealistic in terms of factors such as: state department/agency budgetary restrictions, out-of-state travel policies, personnel changes, and perceptions that enough was already being done concerning physical education for handicapped students. The participation of forty state departments of education; the education departments of the District of Columbia, Puerto Rico, and the Virgin Islands; the Department of Defense Dependents Schools and Bureau of Indian Affairs; Special Olympics; and the United States Tennis Association was a significant and noteworthy accomplishment.

The process of sending a description of the Project and an invitation to participate in the Project to chief state school officers, with copies to the state department of education special education, physical education, and inservice education coordinators, was used to secure participation, since the goal was to have the participants form a state department of education sponsored team. When this process worked effectively, the result was the formation and support of a state team and the establishment of a state department of education project contact person. This person was extensively involved in pre-seminar project activities and continues to communicate with the Project Staff, as well as the members of the state I'M SPECIAL Network Team.

The process of sending a description of the Project and an invitation to participate in the Project to chief state school officers, with copies to the state department of education special education, physical education, and inservice education coordinators, was used to secure participation, since the goal was to have the participants form a state department of education sponsored team. When this process worked effectively, the result was the formation and support of a state team and the establishment of a state department of education project contact person. This person was extensively involved in pre-seminar project activities and continues to communicate with the Project Staff, as well as the members of the state I'M SPECIAL Network Team.

While the purpose and objectives of the I'M SPECIAL Network Leadership Training Seminar were thought to have been clearly communicated in correspondence coming from the Project Office, this information was not always received by the participants. Some participants expected to learn to conduct programs of physical education for the handicapped rather than how to use the I'M SPECIAL Instructional Modules as part of preservice and inservice education

programs. However, the instances of this were minimal and the participation of persons with this orientation was helpful to the overall development of the state plan for using the I'M SPECIAL Instructional Modules. In addition, the pool of talented professionals sharing ideas and discussing topics of interest, both during the conference schedule and their evening free time, was a rich source of information for the Seminar leaders and participants.

Each Regional Leadership Training Seminar, while having a similar agenda and the same objectives, was uniquely different. These differences were due to adjustments made in the schedule according to the geographic location of the seminar, the characteristics and needs of participants, and implementation of changes as a result of the daily formative evaluation process completed by the participants. While the seminars may have appeared to be "routinely conducted" by the Project Staff, each member of the Staff had a high degree of commitment to being open to the suggestions of the participants to meet the goals of the Project.

With the continuation of the I'M SPECIAL Network as the CIVITAN-I'M SPECIAL Network, both the number of states and other educational agencies that are participating in the Network will expand. As a result of the continued support of the Project, states may be further stimulated to provide entry level training experiences to help prepare teachers in their state in physical education programs for handicapped students, as well as to add leaders to their state/agency team.

The Seminar participants seemed to acquire a special feeling, a sense of inclusion and accomplishment, as a result of participating in an I'M SPECIAL Leadership Training Seminar. The Project Staff recognized the large number of talented and committed people who participated with the goal of improving programs of physical education for handicapped children. Some people were excited that so much was accomplished while others were a bit frustrated that more couldn't be done or that more "in depth" levels of training materials were not available. However, many of the participants and the Project Staff felt that the Seminar provided an opportunity for a group of leaders to come together to discuss and plan how to improve programs of physical education for handicapped students through preservice and inservice education programs within their state. The Seminar was viewed as a stimulus for planning state/agency activities to meet identified needs, using local talent, and identifying appropriate inservice and preservice teacher training materials concerning physical education for handicapped students.

As a result of the I'M SPECIAL Network Project, 45 sets of the I'M SPECIAL Instructional Modules were disseminated without cost, and through the reproduction agreement, 186 copies of the Series have been made available for use within states and agencies. In total, through direct sales and a Civitan International Project conducted for 18 Florida School Districts, a total of 303 sets of the I'M SPECIAL Instructional Modules are in use as of January, 1986. In addition, through arrangements with the University of South Florida Film Library, the I'M SPECIAL videotapes were televised via the Public Broadcast System throughout New Jersey, with permission for public school districts in the State to make copies of the videotapes. This same agreement has been reached for the State of North Carolina Department of Education and the Series will be broadcast in that state beginning in the fall of 1986.

Participants and the Project Staff expressed the feeling that the I'M SPECIAL Network should use a variety of means of communication in order to keep in contact with each other. The Network News, reunion meetings at the National AAHPERD Convention, and the CIVITAN-I'M SPECIAL Network International Conference on Physical Education and Sport for Disabled Persons, are ways that the Network members can share ideas. The state teams should make plans to conduct annual meetings, either at their state AAHPERD Conference or as a Department of Education meeting, in order to report their activities and discuss continuing projects.

The acceptance and utilization of the I'M SPECIAL Instructional Modules has been outstanding. The Utilization Report Forms, unfortunately, only provide a partial representation of the use of the Series in preservice and inservice education for the physical education for handicapped students. We hear about many other activities within states in which the I'M SPECIAL materials were utilized but cannot officially report them because no Utilization Report Form was sent to us. In a year-and-a-half (three report periods), the total number of viewings of the I'M SPECIAL Instructional Modules was 25,579, with 11,847 preservice, 11,371 inservice, and 2,361 undifferentiated viewings. The I'M SPECIAL Modules were used as part of undergraduate courses, graduate courses, staff development workshops, and professional conferences.

CONTINUATION OF THE I'M SPECIAL NETWORK

The Civitan-I'M Special Network

The Civitan International Foundation has awarded a grant to Drs. Bowers and Klesius to continue and expand the I'M SPECIAL Network, previously funded for a three year period (1983-1986) by the U. S. Department of Education, Office of Special Education and Rehabilitative Services. The original I'M SPECIAL Network grant resulted in the training of 245 educators, representing 46 state or other educational agencies in the effective use of the I'M SPECIAL Instructional Modules, as part of preservice and/or inservice education programs for all teachers responsible for physical education for handicapped children.

Drs. Bowers and Klesius had a previous grant, 1984-1985, funded by Florida District Civitan Clubs and the Civitan International Foundation. That project resulted in the training of 149 teachers in 18 Florida school districts to be inservice education leaders for other teachers responsible for programs of physical education for handicapped students. Nine one-day workshops were funded and 17 sets of the I'M SPECIAL Instructional Modules were given to the participating school districts for use in their inservice education programs.

These efforts will continue and be expanded through the CIVITAN-I'M SPECIAL Network. The objectives of the CIVITAN-I'M SPECIAL Network are to (1) provide consultation service to state department and other educational agency personnel concerning programs of physical education for handicapped students, (2) distribute to Civitan Clubs information brochures concerning how they might provide assistance to school systems and groups concerning physical education and sports for handicapped persons, and (3) conduct an international conference for members of the CIVITAN-I'M SPECIAL Network and university professors, state department of education personnel, coaches of handicapped athletes, and Civitan Club members interested in physical education and sport programs for disabled

persons. The Civitan International Foundation provides funds on a yearly basis, thus funding of the CIVITAN-I'M SPECIAL Network began May 1, 1986 and extends through April 30, 1987. Because this project sustains and expands an existing network, it is expected that, not only will the current activities of the Project Staff and the Network members be maintained, but new Network members and services will be added, in order to meet the needs of handicapped children participating in physical education and sport programs. It is anticipated, and the hope of the Project Staff, that our relationship with the Civitan International Foundation will continue for many years.

One function of the previous I'M SPECIAL Network, to be continued by the CIVITAN-I'M SPECIAL Network, is the consultation service between the Project Staff and educational agency contact persons in the use of the I'M SPECIAL Instructional Modules as part of preservice and inservice programs in physical education for handicapped students. In the past, these requests for assistance to the Project Staff have included questions such as: What are different ways to provide training experiences for teachers of physical education for handicapped students? How do I secure additional sets of the I'M SPECIAL Instructional Modules for use in education programs in my state? How do I arrange for public television broadcast of the videotapes?

A new service of the CIVITAN-I'M SPECIAL Network will be to serve as a liaison between Civitan Clubs and individual university professors, state department and local school districts leaders. Educators who express a need related to programs of physical education and sport for handicapped students and Civitan districts and clubs that desire to support a project concerning physical education and/or sport for the disabled will be put in contact with each other by the Project Staff. The liaison function will be stimulated by means of surveys, the CIVITAN-I'M SPECIAL Network newsletter, and distribution of information brochures to Civitan Club members concerning subjects such as: designing and constructing an accessible and safe playground, or serving as a volunteer for a sport program for disabled persons.

Of special interest to members of the CIVITAN-I'M SPECIAL Network is the International Conference on Physical Education and Sport for Disabled Persons, which will be held in Tampa, Florida, February 7-9, 1987. The purpose of the Conference will be to describe the state-of-the-art research and program practices, as well as forecast future directions in physical education and sport programs for disabled persons. The Conference is designed for members of the CIVITAN-I'M SPECIAL Network, state and local departments of education personnel, university professors, athletic coaches, and Civitan Club members who are interested in physical education and sport for disabled persons.

The first activity of the CIVITAN-I'M SPECIAL Network was to name Bill Price as the Project Coordinator. He is the person to contact concerning arranging for consultation services, liaison services between your agency and a Civitan Club or District, and information regarding the CIVITAN-I'M SPECIAL Network International Conference on Physical Education and Sport for Disabled Persons.

SUMMARY AND CONCLUSIONS

Summary

The I'M SPECIAL Network, the National Dissemination Model for the I'M SPECIAL Program of Physical Education for the Handicapped, conducted by Dr. Louis Bowers and Dr. Stephen E. Klesius, was designed to provide leadership training for physical education and special education university professors and state and local educational agency personnel in the effective use of the I'M SPECIAL Instructional Modules as part of preservice or inservice education programs for teachers responsible for conducting physical education programs for handicapped students. This goal was achieved by the means of five regional seminars and inclusion of the seminar content in a workshop conducted for teachers employed by the Department of Defense Dependents Schools. As a result of these seminars, a total of 245 educators representing 46 state or other educational agencies, were trained.

A second goal of the I'M SPECIAL Network Project was to disseminate the I'M SPECIAL Instructional Modules, a series of fifteen color-sound videotapes and print materials concerning physical education for handicapped elementary school students. Each participating department of education was given, without charge, one set of the I'M SPECIAL Series at the leadership Training Seminar and allowed to reproduce additional copies for use within the state. The usual reproduction agreement allowed five complete sets of the I'M SPECIAL Instructional Modules to be reproduced by the participating state/agency department of education, however, some states requested to reproduce additional sets. An example is the Texas Educational Agency which was approved to reproduce 20 complete sets of the Series. Forty-six (46) sets of the I'M SPECIAL Instructional Modules were distributed directly by the Project Staff and one hundred and eighty-six (186) sets were reproduced by network member educational agencies. The total number of sets of the I'M SPECIAL Instructional Modules disseminated by the I'M SPECIAL Network Project was two hundred thirty-two (232), which represents a purchase price saving of $464,000 that would have been paid by educational agencies if they had to purchase this number of the I'M SPECIAL Instructional Modules from a commercial source.

A further accomplishment of the I'M SPECIAL Network was the development of state plans for the coordinated delivery of preservice and inservice training experiences for teachers of physical education for handicapped students within the participating educational agency. College courses, college and/or state department of education workshops, inservice education presentations and state physical education association meetings were scheduled as opportunities to use the I'M SPECIAL Instructional Modules in teacher training activities.

Utilization of the I'M SPECIAL Instructional Modules by the I'M SPECIAL Network Leaders has been documented since March, 1984. From March, 1984 until January, 1985, I'M SPECIAL Network Leaders who attended the Northeast, Southeast, and South Central Regional Seminar reported 1,458 preservice and 762 inservice viewings. From January, 1985 to July, 1985, the Leaders trained as a result of the first four seminars reported a total of 5,172 preservice viewings, 4,121 inservice viewings and 2361 undifferentiated viewings were reported. The latest utilization report, for the July, 1985 to January, 1986, two months after the Western Regional Leadership Training Seminar, showed 5,217 preservice viewings and 6,487 inservice viewings. The totals for the number of viewings

from March, 1984 to January, 1986 were 11,847 preservice, 11,371 inservice and 2,361 viewings, for a grand total of 25,576 viewings, with a viewing defined as one person viewing one videotape.

Participant formative and summative evaluations of the I'M SPECIAL Network Regional Leadership Training Seminars rated each as outstanding. Formative evaluations consistently rated the I'M SPECIAL Instructional Modules as interesting and useful, the seminar sites as comfortable and appropriate, and the Project Staff as organized, knowledgeable, and helpful. The summative evaluation of the objectives of the I'M SPECIAL Network, with one exception, ranged from 82 to 95% competency. The exception was a 47% competency for identifying the content of each of the I'M SPECIAL Instructional Modules.

Each participant, in addition to attending the seminar, was given a Leader's Guide, a manual for the I'M SPECIAL Instructional Modules and the Regional Leadership Training Seminar, and was periodically sent a copy of the Network News. The Network News is the newsletter of the I'M SPECIAL Network. During the time period of this Project, five issues of the Network News were disseminated.

The I'M SPECIAL Network will continue through the 1986-87 academic year as a result of a grant from the Civitan International Foundation. In recognition of the support of Civitan Clubs, the name CIVITAN-I'M SPECIAL Network will be used. The Project will continue to disseminate the Network News, provide information to Network Leaders through consultation services and host an International Conference on Physical Education and Sport for Disabled Persons. The Conference will be held in Tampa, Florida at the Tampa Marriott Westshore Hotel on February 7-9, 1987. All members of the Network will be invited to the Conference and to submit a program presentation proposal. A conference proceedings will be published for distribution to the participants and others in order to increase the availability of the information presented at the Conference.

Recommendations

The following recommendations are made both with regard to the I'M SPECIAL Network Project and projects generally relating to professional preparation in physical education for handicapped students.

1. That the I'M SPECIAL Network, by means of funding such as that from the Civitan International Foundation, continue to operate after the 1987 school year, when the current CIVITAN-I'M SPECIAL Network grant ends.

2. That utilization of the I'M SPECIAL Instructional Modules continue to be reported. Specifically, utilization reports from January, 1986 to July, 1986 and July, 1986 until January, 1987 be collected and analyzed.

3. That information concerning use of the I'M SPECIAL Instructional Modules in preservice university courses and inservice education workshops conducted by universities and/or state departments of education should be analyzed and reported.

4. That research findings concerning the effect of educational programs, in which the I'M SPECIAL Instructional Modules were used, on changing teacher behavior, and more importantly, the achievement of handicapped students in physical education programs should be identified and reported.

5. That the I'M SPECIAL Network Project model be used to assist other grant supported projects to provide for dissemination of the product/service through a trained leadership corp within each state.

6. That a Center for Research and Education in Physical Education for Handicapped Students be developed with the charge to serve as a clearinghouse for information to improve teacher preparation and performance and increase the quality of programs of physical education and sport for handicapped students. Furthermore, this Center should enhance the network of state teams established by the I'M SPECIAL Project who are involved in the process of improving the quality of physical education for handicapped students through the efforts of colleges and universities and local and state departments of education.

APPENDIX A

Réproduction Agreement Form

I'M SPECIAL INSTRUCTIONAL MODULES REPRODUCTION AGREEMENT

The University of South Florida, through the USF Film Library, as copyright holder of the I'M SPECIAL series, extends duplication privileges to Departments of Education that participate in the Regional Leadership Training Seminars. Duplication permission is limited to five (5) copies each of the fifteen (15) videotapes and print material of the I'M SPECIAL Instructional Modules.

The cost of the duplicating rights is $250.00, less a seminar participation discount of $125.00, which brings your total cost to $125.00. This permission is governed by the following conditions and stipulations:

1. The Department of Education will sponsor a team to attend and complete an I'M SPECIAL Regional Leadership Training Seminar.
2. All videotape reproduction must be done using the three quarter inch master videotapes supplied on a ten (10) day loan, by the I'M SPECIAL Network.
3. All videotape reproduction must be done using new videotape stock which is equal or superior to Scotch UCA and videotape dubbing equipment which provides direct video transfer.
4. I'M SPECIAL labels must be applied to all copies of the five (5) sets of the I'M SPECIAL Instructional Modules which are reproduced. Five sets of the I'M SPECIAL labels will be provided without charge by the I'M SPECIAL Network.
5. Permission is also granted for unlimited reproduction of the I'M SPECIAL Instructional Module written materials. One camera ready copy of these materials will be provided to each state department of education.
6. The department of education agency which completes the reproduction of the I'M SPECIAL videotapes must indicate in a written statement that five (5) or less copies of each videotape were made and all copies of each videotape were evaluated for technical quality equivalent to the standards set by the I'M SPECIAL master videotape.
7. The department of education agency which distributes the videotapes must report on an annual basis, as specified by the I'M SPECIAL Network Directors, the record of use of each set of the I'M SPECIAL videotapes. The reported information included in the yearly report will be obtained from the Utilization Report Forms completed by the I'M SPECIAL Leaders. The report form (attached), which must be completed with each videotape showing, includes the name of the user, location of use, the purpose of the use, and the number of viewers.
8. The department of education agency which distributes the sets of the I'M SPECIAL Instructional Modules must advertise the availability of the series in department of education publications.
9. The department of education agency which distributes each of the sets of the I'M SPECIAL Instructional Modules must notify the users in writing that it is illegal for them to make copies of the I'M SPECIAL videotapes.

I'M SPECIAL INSTRUCTIONAL MODULES REPRODUCTION AGREEMENT

The University of South Florida, through the USF Film Library, as copyright holder of the I'M SPECIAL series, extends duplication privileges to Departments of Education that participate in the Regional Leadership Training Seminars. Duplication permission is limited to five (5) copies each of the fifteen (15) videotapes and print material of the I'M SPECIAL Instructional Modules.

The cost of the duplicating rights is $250.00, less a seminar participation discount of $125.00, which brings your total cost to $125.00. This permission is governed by the following conditions and stipulations:

1. The Department of Education will sponsor a team to attend and complete an I'M SPECIAL Regional Leadership Training Seminar.
2. All videotape reproduction must be done using the three quarter inch master videotapes supplied on a ten (10) day loan, by the I'M SPECIAL Network.
3. All videotape reproduction must be done using new videotape stock which is equal or superior to Scotch UCA and videotape dubbing equipment which provides direct video transfer.
4. I'M SPECIAL labels must be applied to all copies of the five (5) sets of the I'M SPECIAL Instructional Modules which are reproduced. Five sets of the I'M SPECIAL labels will be provided without charge by the I'M SPECIAL Network.
5. Permission is also granted for unlimited reproduction of the I'M SPECIAL Instructional Module written materials. One camera ready copy of these materials will be provided to each state department of education.
6. The department of education agency which completes the reproduction of the I'M SPECIAL videotapes must indicate in a written statement that five (5) or less copies of each videotape were made and all copies of each videotape were evaluated for technical quality equivalent to the standards set by the I'M SPECIAL master videotape.
7. The department of education agency which distributes the videotapes must report on an annual basis, as specified by the I'M SPECIAL Network Directors, the record of use of each set of the I'M SPECIAL videotapes. The reported information included in the yearly report will be obtained from the Utilization Report Forms completed by the I'M SPECIAL Leaders. The report form (attached), which must be completed with each videotape showing, includes the name of the user, location of use, the purpose of the use, and the number of viewers.
8. The department of education agency which distributes the sets of the I'M SPECIAL Instructional Modules must advertise the availability of the series in department of education publications.
9. The department of education agency which distributes each of the sets of the I'M SPECIAL Instructional Modules must notify the users in writing that it is illegal for them to make copies of the I'M SPECIAL videotapes.

Attachment: Utilization Report Form

I'M SPECIAL Instructional Modules Utilization Report Form
Department of Education

This form is to be completed by the I'M SPECIAL Network Leader after each showing of each I'M SPECIAL videotape. Retain a copy for your records and mail the original completed form to the designated person in the State Department of Education. Complete a separate form for each videotape shown.

A. Title of videotape - check one:

P. This is I'M SPECIAL____
1. Handicapped or Handicapable____
2. Score one for P.E.____
3. On the Edge of Light____
4. Humans in Motion____
5. Appropriate Challenge____
6. Principles and Practices____
7. A lifetime of Discovery____
8. Places to Play____
9. A Sense of Space____
10. A Question of Balance____
11. On the move____
12. Reaching out____
13. Name of the Game____
14. Fit to Function____

B. Name of Leader:_____

C. Purpose for use: (check as appropriate) inservice____ preservice____

D. Number of showings_____

E. Number of viewers_____ physical education ____ special education_____
elementary education____ other_____

F. Comments:_____

Regional Leadership Seminar
Information Summary

1) Region: Western

2) Where: Salt Lake Sheraton Hotel and Towers
255 South West Temple
Salt Lake City, Utah 84101
(801) 328-2000

3) When: November 18 (Monday) to November 20 (Wednesday), 1985

4) Starting Time: Monday, November 18 at 8:00 a.m.

5) Ending Time: Wednesday, November 20 at 12 noon

6) Registration: Sunday, November 17, 7:00 - 10:00 p.m. and
Monday, November 18, 8:00 - 8:30 a.m.

7) Most Convenient Airport: Salt Lake City International Airport

8) Ground Transportation: Free Hotel Van Service

9) States Invited to Participate:

a. Alaska
b. Arizona
c. California
d. Colorado
e. Hawaii
f. Idaho
g. Montana
h. Nevada
i. New Mexico
j. Oregon
k. Utah
l. Washington
m. Wyoming
n. Territorial Areas
o. Special Olympics, Training Directors for the Western Region states

10) Conference Directors:
Louis Bowers, Ph.D., Professor
Stephen E. Klesius, Ph.D., Professor

11) Conference Coordinator:
William Price, M.A.

12) I'M SPECIAL Correspondence Information:

I'M SPECIAL Network
Physical Education Building, 206
University of South Florida
Tampa, Florida 33620

Telephone: (813) 974-3443

13) NOTE: No fee will be charged for the seminar registration. The seminar registration fee is provided as a courtesy of the I'M SPECIAL Network grant.

APPENDIX B

I'M SPECIAL Network Description and Cover Letter

October 27, 1983

v1

Dear v3:

The Professional Physical Education Department of the University of South Florida has been awarded a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services to provide leadership training seminars and follow-up consultation services in physical education for handicapped elementary school children. This project, called the I'M SPECIAL Network, will assist state department and local education agency personnel and university professors to effectively utilize the I'M SPECIAL Instructional Modules in preservice and inservice education. Representatives selected from state and local departments of education and universities will attend a regional leadership training seminar to:

1) learn how to implement the I'M SPECIAL Instructional Modules consisting of fifteen videotapes, print materials and accompanying learning experiences as part of preservice and inservice education programs for all teachers responsible for programs of elementary school physical education for handicapped students.

2) incorporate into or formulate a state plan which utilizes the I'M SPECIAL Instructional Modules in the delivery of inservice and preservice education programs concerning physical education for handicapped children.

3) take immediate possession, without charge, of a complete set of fifteen I'M SPECIAL Instructional Modules, which have a commercial value of at least $2,000.

4) receive guidelines under which departments of education will be granted permission to reproduce five copies of each of the fifteen videotapes of the I'M SPECIAL Instructional Modules for use in preservice and inservice educational programs within a state.

5) become informed of the types and availability of support information and follow-up consultation services provided by the I'M SPECIAL Network.

Enclosed is a booklet which describes the I'M SPECIAL Network Regional Leadership Seminar, I'M SPECIAL Instructional Modules and suggestions for state department of education participation. We hope your consideration of this information will lead to the participation of the state of v5 in this important national project. Beginning early in 1984, the I'M SPECIAL Network will initiate training activities with the first of six regional leadership training seminars for educational personnel for each of the fifty states and territories of the U.S.A. Plans are to conduct the Northeast Regional Leadership Training Seminar, which includes your state, on March 12-14, 1984 in Amherst, Massachusetts. Our grant provides funds for the leadership training activities and seminar materials for all participants, as well as follow-up consultation. However, the funding level of the grant does not allow for payment of regional seminar participants' travel and perdiem expenses.

We are asking each Chief State School Officer for the support and funding for the participation of a team of educators in these regional leadership training seminars. We are requesting that Chief State School Officers designate a Department of Education person who will be responsible for forming your state team and whom we can contact concerning your state's participation in this project. If you have any questions concerning this project, please call either of us. The I'M SPECIAL Network telephone number is 813-974-3443. It is our ultimate goal to assist educators to further improve the quality of programs of physical education for handicapped children through the development of an information and resource center support system. We hope you agree that the v5 Department of Education will become a member of the I'M SPECIAL Network.

Sincerely,

Louis Bowers, Ph.D.
I'M SPECIAL Network Director

Stephen E. Klesius, Ph.D.
I'M SPECIAL Network Director

Enclosure: I'M SPECIAL Network Description

cc: State Director of Physical Education
State Director of Special Education
State Director of Inservice Education

I'M SPECIAL Network Description

A Project to Disseminate the
I'M SPECIAL Instructional Modules
Concerning Physical Education for Elementary
School Handicapped Students Funded by
the U. S. Department of Education,
Office of Special Education and
Rehabilitative Services

Directors
Dr. Louis Bowers Dr. Stephen Klesius

Coordinator
Mr. William Price

Department of Professional Physical Education
University of South Florida
Tampa, Florida 33620
(813 - 974-3443)

TABLE OF CONTENTS

	Page
I'M SPECIAL Network Description	1
Regional Seminar Areas	2
I'M SPECIAL Regional Leadership Seminar Objectives	3
Suggested Pattern for a Department of Education Seminar Participation Team	4
Uses of the I'M SPECIAL Instructional Modules	5
Description of the I'M SPECIAL Instructional Modules	6
I'M SPECIAL Instructional Modules Reproduction Agreement	8
Regional Leadership Seminar Information Summary	10

I'M SPECIAL NETWORK DESCRIPTION

Purpose

The I'M SPECIAL Network is designed to provide leadership training for physical education and special education university professors and state and local educational agency coordinators to implement the I'M SPECIAL Instructional Modules as part of preservice university courses, inservice education presentations and/or educational or public access television broadcasts concerning physical education for handicapped children.

Project Activities

Five regional leadership training seminars, free distribution of the I'M SPECIAL Instructional Modules, follow-up consultant services, and information center activities will be provided during 1983 to 1986. The Northeast Regional Seminar was held in Amherst, Massachusetts in March, 1984 and registered 50 participants. The Southeast Regional Seminar was held in Tampa, Florida in April, 1984 and trained 45 leaders. The South Central Regional Seminar was conducted in New Orleans, Louisiana in November of 1984 and registered 60 participants. At present, the North Central Regional Seminar is scheduled for March 4, 5, and 6, 1985.

Seminar Regions

The figure on page 2 indicates the year each regional seminar was/is conducted and the states included in each region. The Western Regional Seminar is scheduled for November 18, 19, and 20, 1985 in Salt Lake City, Utah.

Seminar Participants

University special education and physical education professors, and state and county coordinators of special education and physical education from each state in a region will be invited to participate in a regional leadership training seminar.

Seminar Leaders

Dr. Louis Bowers and Dr. Stephen Klesius are the I'M SPECIAL Network Directors. The Project Coordinator is William Price. Drs. Bowers and Klesius produced the I'M SPECIAL Instructional Modules during 1979-82 and have been directors of the University of South Florida Master's Degree program concentration of study in physical education for the handicapped since 1969. Bill Price has fourteen years experience as a physical educator for mentally retarded students and as a teacher educator. Collectively, the project staff has been involved in delivering over 100 state and national inservice education workshops in physical educaton for the handicapped. The I'M SPECIAL Network is located at the University of South Florida, Department of Professional Physical Education, Tampa, Florida 33620. The I'M SPECIAL Network telephone number is: 813-974-3443.

Regional Seminar Areas

WESTERN REGION

West (1985-86)

1. Alaska
2. Arizona
3. California
4. Colorado
5. Hawaii
6. Idaho
7. Montana
8. Nevada
9. New Mexico
10. Oregon
11. Utah
12. Washington
13. Wyoming
14. Territorial Areas

CENTRAL REGIONS

North Central (1984-85)

1. Illinois
2. Indiana
3. Iowa
4. Kentucky
5. Michigan
6. Minnesota
7. Missouri
8. Nebraska
9. North Dakota
10. Ohio
11. South Dakota
12. Wisconsin

South Central (1984-85)

1. Arkansas
2. Kansas
3. Louisiana
4. Mississippi
5. Oklahoma
6. Tennessee
7. Texas
8. Virginia

EASTERN REGIONS

Northeast (1983-84)

1. Connecticut
2. Delaware
3. Maine
4. Maryland
5. Massachusetts
6. New Hampshire
7. New Jersey
8. New York
9. Pennsylvania
10. Rhode Island
11. Vermont
12. West Virginia

Southeast (1983-84)

1. Alabama
2. Dept. of Defense
3. District of Columbi
4. Florida
5. Georgia
6. North Carolina
7. Puerto Rico
8. South Carolina
9. Virgin Islands

I'M SPECIAL NETWORK REGIONAL LEADERSHIP SEMINAR OBJECTIVES

The participants will view I'M SPECIAL videotapes, study I'M SPECIAL written materials, experience training activities, and identify procedures which will enable them to more effectively use the I'M SPECIAL Instructional Modules as part of preservice and/or inservice education.

The participants completing the Regional Leadership Seminar for the National Dissemination Model for the I'M SPECIAL Program of Physical Education for Handicapped Children, referred to as the I'M SPECIAL Network, will be able to:

1. Describe the purpose of the I'M SPECIAL Network.

2. Identify the purpose of the I'M SPECIAL Instructional Modules.

3. State the general content of each of the I'M SPECIAL Instructional Modules.

4. Describe the preservice, and inservice applications of the I'M SPECIAL Instructional Modules.

5. Describe the role and responsibilities of an I'M SPECIAL Network Leader.

6. Describe how to conduct an educational experience using the I'M SPECIAL Instructional Modules.

7. State the procedure for using the I'M SPECIAL Instructional Modules Utilization Report Form to record the number of participants trained, the extent of training provided, and the I'M SPECIAL materials used in the training experience.

8. Identify the procedure for contacting the I'M SPECIAL Network Information Center to receive follow-up consultation and materials.

Each State Department of Education Team will:

1. Incorporate into an existing state plan or develop a state plan of action for using the I'M SPECIAL Instructional Modules in either: a) university preservice courses, b) state and/or local educational agency inservice education programs, and/or c) community awareness television programming.

2. Incorporate into an existing state plan or develop a state level plan of action to coordinate the dissemination of the I'M SPECIAL Instructional Modules among universities, state department of education divisions, and local educational agencies.

Suggested Pattern for a Department of Education

Seminar Participation Team

State Department of Education teams will be established to implement the I'M SPECIAL Network plan to train leaders and develop a support system for the use of the I'M SPECIAL Instructional Modules in preservice and inservice education in physical education for handicapped elementary school children. As a result of the regional leadership seminars, the teams will incorporate into or develop a state plan to disseminate the I'M SPECIAL Instructional Modules to state and local school systems and public and private universities, and will function as a leadership resource/support team within their state.

The suggested composition of the team, by area of responsibility and number of participants, is as follows:

1) Physical Education Leader at the State Department of Education level -- 1

2) Developmental/Adapted Physical Education Leader at the State Department of Education level -- 1

3) Special Education Leader at the State Department of Education level -- 1

4) Inservice Education Leader at the State Department of Education level -- 1

5) Supervisors of Physical Education or Physical Education Specialists at the local school district level -- 3 or 4

6) Supervisors of Special Education at the local school district level -- 3 or 4

7) University Professors, instructors of courses which address physical education for handicapped children or who provide inservice instruction in this area -- 3 or 4

The total number of participants on a state team would be 13 to 16. However, this number can be varied depending on the size and special needs of a state, through consultation with the I'M SPECIAL Network Directors. The typical state team has consisted of a total of 9 state department of education personnel, local educational agency personnel, and university professors.

Uses of the I'M SPECIAL Instructional Modules

Individual modules or the entire series of the I'M Special Instructional Modules can be used in preservice or inservice education activities in the following ways:

1) In a university credit course in physical education or special education for in-class viewing or an out-of-class assignment.

2) As a department of education sponsored summer special study institute or workshop.

3) As a one day seminar scheduled as a state professional association sponsored conference.

4) As an inservice education staff development program provided by a district school system.

5) As independent study by teachers within their school setting.

6) As a public access or educational television program or university credit course.

DESCRIPTION OF THE I'M SPECIAL INSTRUCTIONAL MODULES

The I'M SPECIAL Instructional Modules are a set of fifteen videotapes and print materials concerning physical education for handicapped children. The instructional modules are intended for use with elementary, special, and physical education teachers responsible for teaching physical education to handicapped children enrolled in an elementary school program.

The I'M SPECIAL project was directed by Louis Bowers, Ph.D., and Stephen E. Klesius, Ph.D. (Department of Professional Physical Education, University of South Florida, Tampa) as a result of a three year (1979-82) grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. During this time period a survey of teachers' perceptions of effective features of inservice education presentations was conducted, advisory board meetings were held, scripts were written, and videotapes were produced. Throughout the project, field trials of selected videotapes were conducted with hundreds of teachers and administrators. The project co-directors worked as the content specialists with a producer-director, script writer, cinematographer and animator at WUSF-TV to produce this series.

Each instructional module consists of a videotape and corresponding print materials. All videotapes are color sound presentations with different narrators, and visual techniques, such as slow motion and animation, which are used to heighten viewer interest and to illustrate the content. Fourteen of the videotapes are fifteen minutes in length, except one which is thirty minutes in length. The print materials include a videotape content synopsis, discussion questions, participation experiences and, in some instances, background material concerning motor assessment, definition of terms, or quotes from individuals who appeared in the videotape.

The I'M SPECIAL Instructional Modules videotape "Humans in Motion," was named the Southern Educational Communications Association (SECA) recipient in the Postsecondary and Inservice Training category of the Innovative Production Award for 1983. This videotape uses animation and various special effects to present content about how the systems of the human body produce movement. SECA members represent sixteen Southern states and includes forty-seven educational television stations.

The I'M SPECIAL Instructional Modules are sold on a non-profit basis by the Film Library, University of South Florida, Tampa, Florida. The total purchase price of the fifteen videotapes and print modules is $595. A commercially produced and distributed series such as this without federal grant support would cost at least five times more than the non-profit distribution price. The rationale for non-profit sales by the USF, Film Library, and free distribution as a result of the I'M Special Network, is to make the I'M SPECIAL Instructional Modules availale to the greatest number of teachers for the least possible cost.

The titles and contents of the fifteen videotapes in the I'M SPECIAL Instructional Modules are as follows:

Number	Title	Content
P	This is I'M SPECIAL	A preview summary showing highlights of the I'M SPECIAL Instructional Module videotapes.
1	Handicapped or Handicapable	Why handicapped children need physical education. What causes handicaps. Successful handicapped adults appear as role models.
2	Score One for P.E.	P.L. 94-142: its mandates and basic regulations, in a question and answer format.
3	On the Edge of Light	P.L. 94-142: the IEP and least restrictive environment, in a satirical soap opera format.
4	Humans in Motion	The systems of the body and how they produce movement. Physicians tell how activity affects selected impairments.
5	The Appropriate Challenge	The "what" and "why" of developmental physical education. Its application with handicapped children. The use of competition is explained.
6	Principles and Practices	Principles of developmental physical education put into practice in a variety of educational situations.
7	A Lifetime of Discovery	Sequence of motor development in children, from reflexes to skilled performance applications.
8	Places to Play	Rationale and design of play environments to stimulate the movement of children, especially handicapped children.
9	A Sense of Space	Developing body and spacial awareness, featuring Dr. Sylvia Richardson, with teachers sharing their ideas and activities.
10	A Question of Balance	The circus illustrates principles of balance and posture and activities to develop them. Featuring handicapped circus performers.
11	On the Move	A marching band, animals, and children illustrate the development and analysis of body transport patterns.
12	Reaching Out	The development of manipulative patterns in a school setting. Slow motion analysis. Activities to improve manipulative skills are shown.
13	Name of the Game	A teacher relives how he learned to use games; illustrating their purpose, structure, and how to modify them.
14	Fit to Function	Principles and activities for improving physical fitness. Importance of fitness for handicapped persons.

APPENDIX C

I"M SPECIAL Network Participants

I'M SPECIAL LEADERSHIP TRAINING SEMINAR

Northeast Seminar Participants

Amherst, Massachusetts
March 12, 13 and 14, 1984

CONNECTICUT

Mr. Paul A. Roper
%Dr. Hollis Fait
Sports and Leisure Studies
SPE Program U-110
University of Connecticut
Storrs, CT 06268

(203) 486-2763

Ms. Connie Kapral
Hopewell School
1068 Chestnut Hill Road
Glastonbury, CT 06033

(203) 633-5231
Ext. 561

Ms. Connie Kolesko
55 Vernon Road
Bolton, CT 06040

NONE

Ms. Barbara A. Cole
A.B. Skane School
Adapted Physical Education
Madison Avenue
Bridgeport, CT 06606

(203) 576-7181

Ms. Karen Szozepaniak
Connecticut Special Olympics
2420 Main Street
Stratford, CT 06497

(203) 375-4318

Dr. Roberta Howells
Department of Education
165 Capitol Avenue
Hartford, CT 06106

(203) 566-3873

Mr. John T. Bonetti
12 Glen Hollow Dr.
Unionville, CT 06085

(203) 827-2200

Mr. Arthur A. Slicer, Coordinator (203) 248-9311
Prescriptive Physical Education
Hamden Public Schools
Physical Education
2040 Dixwell Avenue
Hamden, CT 06514

Dr. Ann P. Craven (203) 827-7638
Physical Education
1615 Stanley Street
Kaiser Hall
Central Connecticut State University
New Britain, CT 06050

Mr. David Sidella (203) 754-2026 (HOME)
Duggan School
Waterbury, CT 06708

Mr. Larry Matthews (203) 574-8051
Supervisor of Health
and Physical Education
220 Columbia Blvd.
Waterbury, CT 06710

Ms. Diane Blackwell (203) 358-4206
Westhill High School
Roxbury Road
Stamford, CT 06902

DELAWARE

Mr. Frank P. Jelich, State Supervisor (302) 736-4885
Physical Education, Safety,
and Driver Education
Department of Public Instruction
Townsend Bldg., Box 1402
Dover, DE 19901

Mr. Charles G. Davis, Supervisor (302) 337-8296
Curriculum and Instruction
Woodbridge School District
120 Edgewood Avenue
Bridgeville, DE 19933

Ms. Peggy Horton
723 Nylon Blvd.
Seaford, DE 19973
(302) 337-8296

MAINE

Mr. Melvin Boutilier
34 Church Street
Gorham, ME 04038
(207) 839-6030

Dr. Richard Bartlett
Division of Special Education
Department of Educational
and Cultural Services
State House Station #23
Augusta, ME 04333
(207) 289-3451

Ms. Nancy Diadone
Woodland Elementary School
4th Avenue
Baileyville, ME 04694
(207) 427-3882 OR 6560

Mr. Fred Sprague
Woodland Elementary School
4th Avenue
Woodland, ME 04694
(207) 427-3882

Ms. Sherri Mohr Deegan
8 Parker Apt. A
Bangor, Maine 04401
(207) 942-5922 (HOME)

Mr. James G. Whalen
45 High Holborn Street
Gardiner, ME 04345
(207) 582-3150

Dr. Sherry L. Harris
University of Maine
HPER Programs-Shibles Hall
Orono, ME 04469
(207) 581-2465

MARYLAND

Dr. Betty Reid (301) 659-2325
Maryland State Department of Education
Division of Instruction
200 W. Baltimore Street
Baltimore, MD 21201

Miss Ellen E. Kinnear (301) 285-4370
1 Paula Place APT. 3C
Baltimore, MD 21237

Ms. Helen Stemler (301) 992-0500 X135
Physical Education Specialist
Howard County Public School System
10910 Route 108
Ellicott City, MD 21043

Mr. Robert J. Janus (301) 336-7334
%Program and Services
Wheatley Special Center
1200 Rischie Road
Capitol Heights, MD 20743

Ms. Cynthia A. Lins (301) 972-0300
11805 Elderbury Dr.
Germantown, MD 20874

Mr. Hal Hayden
Maryland State Dept. of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 21201

MASSACHUSETTS

Ms. Elizabeth E. Evans (413) 788-3152
HPERD Box 1741
Springfield College
Springfield, MA 01109

Mr. Tunner Brosky (413) 545-2323
Department of Professional Preparation
North P.E. Building
University of Massachusetts
Amherst, MA 01003

Ms. Susan Harris Abendroth (617) 237-0533 (HOME)
11 Seaver Street
Wellesley, MA 02181

NEW JERSEY

Dr. Carolyn F. Addison
Department of Health
and Physical Education
Glassboro State College
Glassboro, N.J. 08028
(609) 863-7114 OR 7063

Ms. Patricia M. Cherego
Bridgewater-Raritan H.S. West
Box 97
Raritan, NJ 08869
(201) 722-1500

Mr. Tim Sullivan
Panzer Bldg.
P.E.R.L.S.
Montclair State College
Upper Montclair, N.J. 07043
(201) 893-5243

NEW YORK

Mr. Bernie Hungerford
State Education Department
Division of Physical Health & Fitness
Room 978 EBA
Washington Avenue
Albany, NY 12234
(518) 474-5820

Ms. Leigh Kieffer
School of Health Related Professions
Department of Physical Therapy
and Exercise Science
SUNY at Buffalo
605 Kimball Tower
Main Street
Buffalo, NY 14214
(716) 831-3343

Ms. Diane DeBacy
Physical Therapy and Exercise Science
SUNY at Buffalo
410 Kimball Tower
Main Street
Buffalo, NY 14214
(716) 831-2941

Mr. Larry Waite
New York State Education Department
Office for Education of Handicapped Children
Division of Program Development
EBA 1066
99 Washington Avenue
Albany, NY 12234
(518) 474-2251

Dr. Sarah Rich
School of HPER
Ithaca College
Ithaca, NY 14850
(607) 274-3407

Dr. Patricia Krebs
Department of Physical Education, Recreation and Human Performance
Adelphi University
Garden City, NY 11530
(516) 633-1052

Mr. David R. Gilson
55 Island Parkway West
Island Park, NY 11558
(914) 738-4615

Mr. Joseph P. Winnick
Department of Physical Education and Sports
SUNY at Brockport
Brockport, NY 14420
(716) 395-2383

Dr. Diane H. Craft
Program of Physical Education & Sport
635 East Building
New York University
New York, NY 10003
(212)598-2386

RHODE ISLAND

Ms. Diane E. Devine
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-3505

Dr. Lorraine E. Bloomquist (401) 792-2975
Department of Physical Education,
Health and Recreation
Tootell Ctr.
University of Rhode Island
Kingston, RI 02881

Ms. Diane Symons (401) 728-4860
Special Services
Clark Street
Centreal Grammar School
Cumberland, RI 02864

VERMONT

Mr. Larry Carmichael (802) 656-2936
Department of Special Education
454 Waterman Building
University of Vermont
Burlington, VT 05401

I'M SPECIAL LEADERSHIP TRAINING SEMINAR

Southeast Seminar Participants

Tampa, Florida
April 9, 10, and 11 1984

ALABAMA

Mr. Barry Blackwell (205) 261-5099
Alabama State Department of Education
859 State Office Building
Montgomery, Alabama 36140

Ms. Irene Glenboski (205) 567-8492
919 Felder Ave. Apt. C
Montgomery, Alabama 36106

Ms. Leslie Helton (205) 325-5601
Dept. of Education
Jefferson County Board of Education
801 6th Avenue S.
Birmingham, Alabama 35233

Dr. Donna J. Hester (205) 934-2446
HEPER
116 B. Education Building
University of Alabama-Birmingham
Birmingham, Alabama 35294

Ms. Jeaneane Moore (205) 853-4716
Huntsville City Schools
%Bob Wallace
Huntsville, Alabama 35807

Ms. Barbara Phillips (205) 460-6460
Special Education Department
University of South Alabama
Mobile, Alabama 36688

Dr. Glen Roswal (205) 435-9820
HPER Ext. 515
Jacksonville State University
Jacksonville, Alabama 36265

DEPARTMENT OF DEFENSE

Mr. Frank Galllivan
Department of Defense
2461 Eisenhower Avenue
Room 144-Hoffman I
Alexandria, Virginia 22331
(202) 325-6940

DISTRICT OF COLUMBIA

Mr. Richard Jones
2612 10th Street N.E.
Washington, D.C. 20018
(202) 282-0180

FLORIDA

Mr. Glenn Bennett
Venice Elementary School
Physical Education Department
Bahama Street
Venice, Florida 33595
(813) 484-1104

Dr. Eneida R. Gonzalez
Florida Diagnostic Learning
Resources System
411 E. Henderson Avenue
Tampa, Florida 33602
(813) 242-0704

Ms. Marie Kovecsi
Bureau of Education of
Exceptional Students
Florida Department of Education
Knott Building
Tallahassee, Florida 32301
(904) 488-2054

Ms. Mildred Locke
P.O. Box 423
Nokomis, Florida 33555
(813) 485-7520

Mr. William J. Poniatowski, Jr.
Educational Developmental Center
P.O. Box 1910
School Board of Volusia County
Daytona Beach, Florida 32015
(904) 255-6475
Ext. 245

Dr. Cheryl Wren
Exceptional Student Education
3550 Wilkinson Road
Sarasota, Florida 33581
(813) 953-5000

ILLINOIS

Dr. John Etten (312) 583-4050
5944 N. Richmond Street
Chicago, Illinois 60659

NORTH CAROLINA

Ms. Ruth Angel (704) 864-9971
Department for Exceptional Children
Instructional Services Center
Box 1397
Gastonia, North Carolina 28053

Ms. Janis D. Britt (919) 733-6081
N.C. State Dept. of Public Instruction
Division for Exceptional Children
Education Building
Raleigh, North Carolina 27609

Dr. Mary E. Huneycutt
Chief Consultant
Behaviorally/Emotionally Handicapped
Division for Exceptional Children
North Carolina State Department
of Public Instruction
Education Building
Raleigh, North Carolina 27611

Dr. Michael W. Churton (704) 262-2182
Department of Special Education
Appalachian State University
338 Duncan Hall
Boone, North Carolina 28608

Mr. Walt Cornwell (704) 464-8333
Health and Physical Education
Catawba County Schools
P.O. Box 1000
Newton, North Carolina 28658

Ms. Bobbye S. Draughon (919) 733-3092
Division of Staff Development
N.C. Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

Dr. Pauline Loeffler
Mc Iver School - Adapted P.E.
1401 Summit Avenue
Greensboro, North Carolina 27405
(919) 378-9159

Dr. Larry G. McDonald
Division of Physical Education
State Dept. of Public Instruction
Raleigh, North Carolina 27611
(919) 733-3906

Mr. Jim Rich
Adapted Physical Education Consultant
Division for Exceptional Children
North Carolina State Dept. of
Public Instruction
103 Dudley Bldg.
North Carolina A & T State University
Greensboro, North Carolina 27411
(919) 379-7803/7851

Dr. Jane B. Schulz
Department Human Services
Western Carolina University
Cullowhee, North Carolina 28723
(704) 227-7310

PUERTO RICO

Dr. Miguel Angel Albarran
Universidad de Puerto Rico
Box 1980
Univ. Station
Rio Piedras, Puerto Rico 00931
(809) 764-000
(3430)

Mr. Roberto Aponte
Educ. Fis. Adaptada
Colegio Univ. Tech. de Bayamon
Bayamon Gardens Stat.
Bayamon, Puerto Rico 00620
(809) 786-6325
786-2885
Ext 242

Dr. Vanessa Bird Arizmendi (809) 786-303
Universidad Central de Bayamon Box 1725
Bayamon, Puerto Rico 00619

Calle 22 blogue S-139 (809) 797-9314
Bella Vista Gardens
Bayamon, Puerto Rico 00619

Dr. Rosa Baez (Office (809) 786-6325 (O)
Bayamon Technological University
Bayamon Garden St.
Bayamon, Puerto Rico 00619

Orfeo 29 (Home) (809) 789-8725 (H)
Rpto. Apolo
Guaynabo, Puerto Rico 00657

Mr. Josue Perez Jusino
Est C.U.T.B.
Calle 6#C-9 Magnolia Garden
Bayamon, Puerto Rico 00620
Colegio-Dept. Educacion Fisica
C.U.T.B.
Bayamon Gardenz Sta. 00620

Ms. Maria Teresa Llambias ( ) 768-2043
Colegio Regional de Caralina
Dept. dc Educacion Fisica
Apto C.R. Carolina
Puerto Rico 00630 (630)

Fordham 203 ( ) 765-6918
University Gardens
Rio Piedras, Puerto Rico 60927

Mr. Jose R. Lopez ( ) 757-200
Trab., Colegio Regional de Carolina Ext. 219
Res. Villa Blanca, Caguas Turquesa #1 ( ) 747-6744
Carolina, Puerto Rico 00630

Ms. Maria de Lourdes Lopez (Luly) ( ) 751-9194
Rochester 905
Univ. Gardens
Rio Piedras, Puerto Rico 00927

Univ. Central de Bayamon ( ) 786-3030
Box 1725
Bayamon, Puerto Rico 00619

Ms. Myrna Lora ( ) 754-0833
Departmento Instruccion, Publica
Programa de Educacion Fisica
Office 823
Hato Rey, P.R. 00919

Mr. Jose A. Alvarez Martinez (809) 767-7909
#880, Ravel, Rept. Sevilla
TRABAJO: Centro de Estridias
del Rendimiento Humano
Dept. Educacion Fisica 786-7325
Colegio Universitario Tecnologico Bayamo 786-2885
Ext. 242

Estacion Postal Bayamon Gardens
Bayamon, Puerto Rico 00620

Ms. Mildred Martinez (809) 844-8181
Prof. Ed. Fis.
Colegio Univ. Technologico
de Ponce U.P.R.
Ponce, Puerto Rico
Reparto Universidad 43-Ponce 00731 (809) 842-5573

Ms. Marta Mora (809) 832-4040
Prof. Educacion Fisica Ext. 2204
Recinto Univ. de. Mayaguez
Bz 185 pp Bellas Lomas (809) 832-2185
Miradero, Mayaquez, P.R.

Dr. Mariano Santini Rivera (809) 751-9194
Rochester 905, Univ. Gardens
Rio Piedras, P.R. 00927
Centro de Estudios del Rendimento Human
Dept. de Educacion Fisica (809) 876-6325
Colegio Universitario Ternologico (809) 786-2885
De Bayamon Ext. 242
Estacion Postal Bayamon Gardens
Bayamon, Puerto Rico 00620

Dr. Sonia Toro Seda
Sta. 6 P.O. Box 161
Universidad Catolica P.R.
Ponce, Puerto Rico 00732
(809) 844-4150
Ext. 195

Ms. Ana Temprano
Dpto Recreacion Deportes
Apolo 3207
San Juan, Puerto Rico 00924

Dr. Maria Toro
Recinto Universitario
de Mayaguez
Departamento Educacion Fisica
Mayaguez, Puerto Rico 00907
(809) 832-4040
Ext. 2228

Bx RR 549 Bo. La Quince
Cabo Rojo, Puerto Rico 00623

UNITED STATES TENNIS ASSOCIATION

Ms. Judy Bergman
729 Alexander Road
Princeton, New Jersey 08540
(609) 452-2580

VIRGIN ISLANDS

Mr. Romel V. Wallace, Sr.
Department of Education
District of St. Thomas/St. John
P.O. Box 6640
St. Thomas, Virgin Islands 00801
(809) 774-0100

WEST VIRGINIA

Dr. Barbara Jones
Special Education Program
Development
West Virginia Department
of Education
337-B Capitol Complex
Charleston, West Virginia 25305
(304) 348-7010

I'M SPECIAL LEADERSHIP TRAINING SEMINAR

South Central Seminar Participants

New Orleans, Louisiana

November 19, 20, and 21, 1984

ARKANSAS

Ms. Melaine VanZandt Bradford (501) 371-2941
Curriculum Specialist
Arkansas Department of Education
State Education Building - 405B
Little Rock, Arkansas 72201

GEORGIA

Ms. Marlene R. Bryar, Consultant (404) 656-2425
Moderately and Severely Handicapped
Georgia Department of Education
1970 Twin Towers East
Atlanta, Georgia 30334

Mr. Ernie Bundschuh, Professor (404) 542-8970
University of Georgia
Department of Special Education
850 College Station Road
Athens, Georgia 30610

Ms. Marian M. Gamble (404 656-2418
Education Consultant
Georgia Department of Education
Division of Media Services
2054 Twin Towers East
Atlanta, Georgia 30334

Ms. Gail Meacham (404) 426-3324
Program Coordinator
Adaptive Physical Education
Cobb County Public Schools
Special Education Department
514 Glover Street
Marietta, Georgia 30061

GEORGIA (continued)

Mr. Bob Moore (404) 426-3412
Supervisor of Physical Education
Cobb County Schools
514 Glover Street
Marietta, Georgia 30060

Dr. Candace Norton (404) 656-2414
Health and Physical Education Consultant
Georgia Department of Education
1952 Twin Towers East
Atlanta, Georgia 30334

Ms. Ann Salisbury (404) 436-1024
Adaptive Physical Education Specialist
Cobb County Schools
3041 Gray road
Smyrna, Georgia 30080

Mr. Wayne Wiggins (404) 737-7132
Administrator of Athletics and
Physical Education
Richmond County Schools
3146 Lake Forest Drive
Augusta, Georgia 30909

Ms. Marcia F. Williams (404) 892-5783
Adaptive Physical Education Specialist
Atlanta Public schools
Pupil Services Dept.
386 Pine Street, N.E.
Atlanta, Georgia 30308

Ms. Nettie S. Wilson (404) 768-3600
Assistant Director
Physical Education and Health
Foulton County School System
786 Cleveland Avenue
Atlanta, Georgia 30315

KANSAS

Dr. Barry W. LaVay (913) 628-4420
Assistant Professor
Special Physical Education
Fort Hays State University
Physical Education Department
HPER
Hays, Kansas 67601

Mr. Randi K. Williams (913) 236-9290
Training Director
Kansas Special Olympics, Inc.
5830 Woodsen
Mission, Kansas 66202

LOUISIANA

Mr. Geoffrey D. Broadhead (504) 388-2032
Professor
Louisiana State University - Baton Rouge
School of HPERD
64 Huey Long Field House
Baton Rouge, Louisiana 70803

Ms. Gail Clark (318) 257-2107
Associate Professor of HPE
Louisiana Tech University
Health and Physical Education
Box 3176 Tech Station
Ruston, Louisiana 71272

Ms. Janice H. Fruge, Supervisor (504) 342-3635
Adapted Physical Education
Louisiana Department of Education
Office of Special Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

Dr. Ellen K. Gillentine (318) 231-6183
Adapted Physical Education Coordinator
University of Southwestern Louisiana
Health and Physical Education Dept.
P.O. Box 4-0196 USL
Lafayette, Louisiana 70504

Mr. Bruce Hemphill, Supervisor (504) 342-3411
Health and Physical Education
Louisiana State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804

Ms. Mary Jackson (318) 899-3331
Physical Education Teacher
Grant High School, Grant Parish
P.O. Box 233
Dry Prong, Louisiana 71423

Ms. Camille B. Martin (504) 446-1306
Adapted Physical Education Teacher
Lafourche Parish
North Lafourche Evaluation
and Training Center
Thibodaux, Louisiana 70301

Ms. Joy R. Miguez (318) 828-1767
Coordinating Teacher
Adapted Physical Education
St. Mary Parish
Special Education Department
P.O. Drawer 580
Franklin, Louisiana 70528

Mr. Fred R. Parker (318) 357-6291
Supervising Teacher
Northwestern State University
N.S.U. Elementary Laboratory School
Warren Easton Hall, N.S.U.
Natchitoches, Louisiana 71497

Ms. Jeannette Primm (318) 463-4534
Teacher/Evaluator for Adapted P.E.
Beauregard Parish Schools
Adapted Physical Education
P.O. Box 152
DeRidder, Louisiana 70634

Mr. George F. Smith (318) 239-3401
Coordinator, A.P.E.
Vernon Parish School System
201 Belview Road
Leesville, Louisiana 71446

LOUISIANA (continued)

Ms. Vera Smith, Coordinator
Adapted Physical Education
Red River Parish School System
Special Education/Pupil Appraisal
P.O. Box 350
Coushatta, Louisiana 71019
(318) 932-3427 or
(318) 932-3428

Ms. Melinda Solmon
Instructional Specialist
East Baton Rouge Parish
Southdowns Center
2050 Hood Street
Baton Rouge, Louisiana 70808
(504) 346-8342

Mr. Michael W. Stassi
Physical Education/Health Teacher/Coach
St. Tammany Parish Schools
Slidell Jr. High
Health and Physical Education Department
333 Pennsylvania Avenue
Slidell, Louisiana 70458
(504) 641-5914

Ms. Kathi Thomas
Assistant Professor/Chairperson
Southern University
Physical Education Department
219 Men's Gym
Baton Rouge, Louisiana 70813
(504) 771-2323

Ms. Carol C. Torrey, Teacher
Adapted Physical Education
Jefferson Park
Lakeside School
1309 Lake Avenue
Metairie, Louisiana 70005
(504) 831-1953

Mrs. Fay A. Toups, Teacher
Health and Physical Education
Terrebonne Parish School Board
H. L. Bourgeois High School
Rt. 1 Box 242
Gray, Louisiana 70359
(504) 872-3277

LOUISIANA (continued)

Mr. Jimmy Wallace, Teacher (318) 396-6300
Adapted Physical Education
Ouachitaeu Parish
G. B. Cooley School
Rt. 8. Box 93
West Monroe, Louisiana 71291

Mr. Jeffrey C. Yando (318) 433-1259
Physical Education Teacher/Coach
Calcasieu Parish
Westwood Elementary School
1900 Westwood Road
Westlake, Louisiana 70669

MISSISSIPPI

Ms. Linda Cundiff (601) 266-5368
Therapeudic Recreation
University of Southern Mississippi
Department of Recreation
Southern Station Box 10024
Hattiesburg, Mississippi 39406

Mr. Michael A. Moulton (601) 266-5377
University of Southern Mississippi
P.O. Box 5034 Southern Station
Hattiesburg, Mississippi 39406-5034

OKLAHOMA

Ms. Karen S. Allen (918) 682-6641
Adapted Physical Education Teacher
Oklahoma School for the Blind
Department of Human Services
P.O. box 309
Muskogee, Oklahoma 74401

Mr. Rex Howard (405) 521-3351
State Coordinator of the Visually Handicapped
Special Education Section
Oklahoma State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105

OKLAHOMA (continued)

Dr. Dorothy Marotte
D/A Coordinator
Central State University
HPER
Central State University
University Drive
Edmond, Oklahoma 73034
(405) 341-2980
(2232)

Mr. Harvey Tedford, Administrator
Comprehensive Health
Oklahoma State Department of Education
Oliver Hodge Building
Oklahoma City, Oklahoma 73105
(405) 521-2106

Ms. Loyce Willett, Consultant
Health and Physical Education
Oklahoma City Public Schools
900 N. Klein
Oklahoma City, Oklahoma 73106
(405) 272-5534

TENNESSEE

Ms. Patricia Deckner, Consultant
Tennessee Department of Education
132 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-2851

Mr. Richard a. Grooms, Coordinator
Adapted Physical Education
Tennessee State University
Physical Education Department
3500 John Merritt Blvd.
Nashville, Tennessee 37203
(615) 320-3603

Ms. Marian Kaye Rackard
Adjunct Professor
Cumberland House School
Mental Health Department
3409 Belmont Blvd.
Nashville, Tennessee 37215
(615) 741-3290

TEXAS

Ms. Shirley Baber (915) 676-8201
Coordinator of Staff Development
Region XIV/Education Service Center
Division I
Rt. 1, Box 70A
Abilene, Texas 79601

Mr. Joe Blot, Jr., Coordinator (915) 593-5081
Adapted Physicl Education
Region XIX ESC
8929 Viscount
P.O. Box 10716
El Paso, Texas 79925

Mr. Roland O. Brown (713) 623-5232
Executive Director
Health and Physical Education
Houston ISD
Health and Physical Education Dept.
3830 Richmond
Houston, Texas 77027

Ms. Nancy Conkle (512) 451-6585
Adapted Physical Education
AISD
6100 Guadalupe
Austin, Texas 78752

Ms. Virginia Ellison (214) 984-3071
Resource/Referral Specialist
Region VII Education Service Center
Special Education Dept.
P.O. Box 1622
Kilgore, Texas 75662

Ms. Ann Fulliloue, Lecturer (512) 471-1272
University of Texas
Physical and Health
Education Department
Anna Hiss 107
Austin, Texas 78712

TEXAS (continued)

Ms. Jean Horton, Consultant (713) 462-7708
Programs for Severely Handicapped
Region IV Education Service Center
7200 W. Tidewell
Houston, Texas 77027

Mr. Sam H. Hughes (713) 623-5281
Assistant Director
Houston Independent School District
Adapted Physical Education Dept.
3830 Richmond Avenue
Houston, Texas 77027

Ms. Jo Lynn Jackson (512) 255-4431
Adaptive Physical Education Teacher Ext. 55
Round Rock Independent School District
Special Education Dept.
1311 Round Rock Avenue
Round rock, Texas 78664

Ms. Claudia Jane Knowles (512) 834-4448
Special Education Specialist
Texas Education Agency
Special Education Dept.
201 E. 11th Street
Austin, Texas 78701

Mr. Gary Lemley
Adapted Physical Education
P.O. Box 4
New Caney, Texas 77357

Ms. Camilla Reid (817) 737-0602
Adapted Physical Education
Castleberry Region II I.S.D.
Special Education
315 Churchill Road
Ft. Worth, Texas 76114

Ms. Patsy Reyna
Adaptive Physical Education
Round Rock Independent School District
Special Education Department
1311 Round Rock Avenue
Round Rock, Texas 78664

TEXAS (continued)

Mr. Jimmy Rodriguez, Director
Physical Education/Recreation
Corpus Christi State School
P.O. Box 9297
Corpus Chrisiti, Texas 78469

Ms. Linda Seewald (512) 684-0371
Adapted Physical Education Specialist
Northside I.S.D.
Mackey Developmental Center
Bandera Road
San Antonio, Texas 78238

Mr. Fred Shafer (512) 573-0731
Special Educaton Consultant
Region III Education Service Center
1905 Leary Ln.
Victoria, Texas 77901

Mr. Al Stewart (409) 295-9161
Early Childhood Specialist
Education Service Center, Region VI
Special Education Department
3332 Montgomery Road
Huntsville, Texas 77340

I'M SPECIAL LEADERSHIP TRAINING SEMINAR

North Central Seminar Participants

Chicago, Illinois

March 4, 5, and 6, 1985

ILLINOIS

Mr. Robert Arnhold, Project Coordinator (312) 996-1624
Master Teacher Training Program
Physical Education Department, ISDD Room 405
University of Illinois at Chicago
1640 W. Roosevelt Road
Chicago, IL 60608

Mr. Jim Horgan, Director (312) 980-4671
Motor Behavior Laboratory
ISDD/College of HPER
University of Illinois at Chicago
1640 W. Roosevelt Road
Chicago, IL 60608

Mr. Dave Jones (312) 869-5131
Adapted PE Instructor
Julia S. Molloy Education Center
8701 N. Menard
Morton Grove, IL 60053

Mr. George McJimpsey (217) 782-6601
Special Education Specialist
Illinois State Board of Education
Special Education Division
100 N. 1st Street
Springfield, IL 62777

INDIANA

Mr. Robert A. Marra (317) 927-0238
Special Education Consultant
Indiana Department of Education
Division of Special Education
Room 229 - State House
Indianapolis, Indiana 46204

IOWA

Ms. Susan Brophy (515) 792-4870
Itinerant Adapted PE Teacher
Heartland Area Education Agency II
Physical Disabilities Dept.
301 First Street, South
Newton, Iowa 50208

Ms. Kathryn E. Gundlach (515) 233-1433
Adapted Physical Education Teacher
Ames Community Schools
Willson-Beardshear
9th and Carroll
Ames, Iowa 50010

Ms. Lynn M. Pomplun (515) 961-8191
Adapted Physical Education
Heartland Education Agency
Adapted Physical Education Dept.
113 W. Salem Avenue
Indianola, Iowa 50125

Ms. Jacqueline Krogh (515) 993-3644
Intinerant Adapted Physical Education Teacher
Heartland Area Education Agency
Physical Disabilities Dept
P.O. Box 116
608 Green
Adel, Iowa 50003

Ms. Chelle Mannhardt (319) 326-5005
Coordinator, Adaptive PE
Davenport Community Schools
Northwest Education Center
2406 Marquette Street
Davenport, Iowa 52804

KENTUCKY

Ms. Sheila Gilreath, Consultant (502) 564-2106
Health, Physical Education
Kentucky Department of Education
1807 Capital Plaza Tower
Frankfort, KY 40601

KENTUCKY (continued)

Ms. Terry Vance, Consultant (502) 564-5535
Special Programs
Kentucky Department of Education
Office of Education for Exceptional Children
Room 814 Capital Plaza Tower
Frankfort, Kentucky 40601

MICHIGAN

Ms. Billye Ann Cheatum, Coordinator (616) 381-4317
Special Physical Education
Western Michigan University
Kalamazoo, MI 49008

MINNESOTA

Mr. Leif "Curly" Bollesen, Coordinator (507) 281-6098
Adaptive Physical Education
Rochester ISD #535
MANN
1122 8th Avenue S.E.
Rochester, MN 55904

Ms. Jeanne Saari-Ewen (612) 452-7210
Adapted Elementary Coordinator
199 Inver Grove School District
Elementary Physical Education Dept.
9875 Inver Grove Trail
Inver Grove, MN 55075

Mr. Steven Grineski, Instructor (218) 236-2445
Moorhead State University
Dept. of H.P.E.R.
Nemzek Hall
Moorhead, MN 56560

Dr. Robert W. Gunner, Chairman (507) 457-5200
Department of H.P.E.R.
Winona State University
Winona, MN 55987

MINNESOTA (continued)

Mr. George Hanson (612) 296-6943
Special Health and Physical Education
Minnesota Department of Education
Capital Square Building
550 Cedar Street
St. Paul, MN 55101

Mr. Daryl Miller, Consultant (612) 755-8220
Anoka-Hennepin School District
11299 Hanson Blvd., N.W.
Coon Rapids, MN 55433

Dr. Mark Nierengarten (218) 726-7275
Assistant Professor
Dept. of H.P.E.R.
University of Minnesota, Deluth
2400 Oakland Ave.
Duluth, MN 55812

Ms. Marilyn Sorensen (612) 633-1329
Education Specialist
Minnesota Department of Education
Special Education Section
Capitol Square Building
550 Cedar Street
St. Paul, MN 55112

Dr. Roger W. Thomas, Chairperson (218) 755-2944
DAPE Curriculum
Bemidji State University
Physical Education Dept.
John Glas Fieldhouse
Bemidji, MN 56601

Mr. Jack Willhite, Coordinator (612) 545-4709
Dev./Adapted Physical Education
St. Louis Park Public Schools
Eliot Community Center
6800 Cedar Lake Road
St. Louis Park, MN 55426

OHIO

Ms. Gina Johnson-Freeman (614) 422-7671
Project Coordinator, PLEP
HPER Dept.
Larkins Hall, Room 106
Ohio State University
Columbus, OH 43210

WISCONSIN

Dr. Lane A. Goodwin, Coordinator (608) 784-5880
Special Physical Education
University of Wisconsin-La Crosse
114 Wittich Hall
La Crosse, WI 54601

Dr. Gordon O. Jensen (608) 266-3615
Supervisor, Physical Education
Wisconsin Department of Public Instruction
Division of Instructional Services
125 South Webster - P. O. Box 7841
Madison, WI 53707

Mr. Art Reinhardt (715) 346-3731
Adaptive Physical Education
Stevens Point Public Schools
3500 Prais Street
Stevens Point, WI 54481

Department of Defense Dependent Schools - University of South Florida
Physical Education for the Handicapped Workshop

Tampa, Florida
August 5-9, 1985

Workshop Leaders

Dr. Louis E. Bowers
PED 206
University of South Florida
Tampa, FL 33620

Dr. Stephen E. Klesius
PED 202
University of South Florida
Tampa, FL 33620

Mr. Bill Price
PED 205
University of South Florida
Tampa, FL 33620

Workshop Participants

DoDDS Washington, D.C. Office

Dr. Diane L. Goltz
Chief, Special Education
Office of Dependents Schools
2461 Eisenhower Avenue
Alexandria, VA 22303-1100

ATLANTIC REGION

Mr. Bruce B. Ballard
Instructor, Physical Education
Croughton Middle School
APO NY 09194-5374

Mr. William Elstran
Curriculum Coordinator
DoDDS-A
APO 09241

Ms. Lauralee Meyer
Mild to Moderate Learning Impaired Teacher
Woodbridge Elementary School
APO NY 09405-5363

ATLANTIC REGION (continued)

Ms. Jan Nisewaner
Elementary P.E. Teacher
Brussels American School
APO NY 09667

Ms. Teri Parkerson
Elementary P.E. Teacher
Bicester Elementary School
APO NY 09378

GERMANY REGION

Mr. Allen J. Archie
Physical Education Instructor
Kitzingen American School
APO 09031 NY - Kitzingen

Mr. Michael P. Brandon
JH/P.E./L.A.
Kitzingen American School
APO 09031 NY

Mr. Howard Bridgman
Physical Education
Wiesbaden Middle School
Box 6667 APO NY 09633

Ms. Mary Loree Crawford (Frankie)
Elementary School Teacher
Augsburg American Elementary School
APO NY NY 09178

Ms. Susan J. Firrincieli
Office Administrator
University of Maryland
APO NY 09633

Ms. Carolyn C. Haberer
Special Education Teacher, Inter. Mild
Mannheim Elementary School
APO NY 09086

Mr. Eugene S. Kugler
Secondary Teacher, P.E.
Stuttgart American High School
APO NY NY 09279 - Stuttgart

Mr. William B. Matthews
CLI/Teacher, Instructor
BAD Kreuzanch American High School
APO NY 09252

GERMANY REGION (Continued)

Mr. Joseph E. Perske
Elementary School Teacher
Augsburg American Elementary School
APO NY NY 09178

MEDITERRANEAN REGION

Mr. Ronald J. Butler
Teacher/High School Handicapped
Lajes High School
PSC Box 2012
APO NY 09406-5366

Ms. Patricia B. Leon
T.A.G. Teacher
Lajes Elementary and High School
APO NY NY 09406

Ms. Ann Noda
CI/LD
Izmir Elementary/High School
APO NY 09224

Mr. Kirtley S. Winn
Physical Education
Torrejow High School
APO NY NY 09283

PANAMA REGION

Mr. Troadio Fernandez
Rec. Spec. NM-7
DiAblo Elementary School
APO 034002 MIAMI

Ms. Kathie Sears
Physical Education Teacher
Curundu Junior High School
APO 34002 Miami

Ms. Doris Arelia Zambrano
Recreation Specialist
Curundu Elementary School
APO 34002 Miami

PACIFIC REGION

Ms. Carol Byrd
L.D. Resource
George Dewey High School
Box 70GPHS
FPO San Francisco 96651-0005

Ms. Lucinda C. Durham
Physical Educator
Yokota East Elementary School
APO 96328 S.E.
and - 149 King George Street
Annapolis, MD 21401

Ms. Helen C. Greene
M.H. Teacher
Box 70B
Binictican Elementary School
FPO San Francisco 96651

Ms. Deloris M. Hammond
Speech/M.H. Teacher
O.H. Perry Elementary School
Box 1095, N.C.S.P.
FPO San Francisco 96656-0007

Ms. Jan D. Large
Physical Education
A.E.I.S. P.O. Box 26122
APO S.F. 96230

Ms. Mary Frances (Fran) Murawsky
Occupational Therapist
MacArthur Elementary Developmental Center
PSC #4; Box 17395
APO S.F. 96408

Ms. Karen L. Pearce
Mildly Handicapped Specialist, K-6
Stearley Heights Elementary School
APO San Francisco, CA 96239
and - PSC Box 20039
APO S.F., CA 96230

Ms. Janet M. Reidy
Teacher, Grade 3
PSC #1 Box 28046
APO San Francisco, CA 96230

Mr. Salvatore Sciuto
Teacher, Special Education - High School
Kadena High School/Okinawa
APO San Francisco 96239

PACIFIC REGION (continued)

Ms. Linda R. Slyck
Elementary School Teacher
PSC #1 Box 27891
Zukeran Elementary School
APO San Francisco 96230

Ms. Ellen Watson
Elementary School Teacher
MacArthur Elementary School
APO San Francisco 96408

Ms. Barbara Weigand, Coordinator
Health and Physical Education
DoDDS - Pacific Regional Office
PSC Box 796, Futenma FPO Seattle 98772

I'M SPECIAL LEADERSHIP TRAINING SEMINAR

Western Seminar Participants

Salt Lake City, Utah

November 18, 19, and 20, 1985

ALASKA

Ms. Myra Howe, Program Manager (907) 465-2970
Alaska Dept. of Education
Office of Special Services
Educational Program Support
Pouch F
Juneau, AK 99811

Mr. Signe L. Lukasiak (907) 225-2118
Special Education Teacher
Ketchikan School District
Schoenbar/Spec. Edu. Dept.
Pouch F
Ketchikan, AK 99901

Mr. Paul Maguire, Consultant (907) 279-9675
Alaska Resources for Moderately/
Severely Impaired (A.R.M.S.I)
Rural/Urban Service Delivery
2211-B Arca Drive
Anchorage, AK 99508

Mr. Bob White (907) 279-9531
Adaptive Physical Education Teacher
Anchorage School District
Denali Elementary School
Multi-Handicapped Program
148 E. 9th Ave.
Anchorage, AK 99504

COLORADO

Dr. Dean Betts (303) 351-1720
Project Director
Adaptive Physical Education
University of Northern Colorado
Physical Education & Recreation
Butler-Hancock Hall
Greeley, CO 80639

COLORADO (continued)

Ms. Nancy K. French
CSPD Coordinator
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, CO 80003
(303) 866-6694

Ms. Margaret Good
Specialist, Adapted Physical Education
School Dist. #1, Denver Public Schools
Mentally Retarded and Seriously Handicapped
900 Grant Street - Ad. Bldg.
38th and York - Dept. Office
Denver, CO 80210
(303) 837-1000

Ms. Judith L. Ray
Adapted Physical Education Teacher
Jefferson County Colorado
SERS - DAPE Dept.
809 Quail
Lakewood, CO 80215
(303) 231-2218

Mr. Bill Vogler
Assistant Professor
Department of Kinesiology
Box 354
University of Colorado
Boulder, CO 80309
(303) 492-7225

HAWAII

Ms. Cathy Brasher
Resource Teacher
Adapted Physical Education
Winward Oahv District
Department of Education
District Office
45-955 Kamehameha Hwy.
Honolulu, HI 98626
(808) 247-8588

IDAHO

Ms. Shannon L. Page, Consultant (208) 334-2281
Health/Physical Education
Idaho State Dept. of Education
Len B. Jordan Building
Boise, ID 83720

MONTANA

Ms. Darlene Rambold (406) 652-2846
Adapted P.E. Teacher
Billings Public School District #2
Grand Avenue School
1320 Grand Avenue
Billings, MT 59106

Mr. Spencer Sartorius, Supervisor (406) 444-4434
Health and Physical Education
Montana State Dept. of Education
Office of Public Instruction
Capitol Building
Helena, MT 59620

Mr. Bob Williamson (406) 248-7421
Elementary Physical Ed. Specialist Ext. 244
Billings School District #2
101 10th Street West
Billings, MT 59101

NEVADA

Dr. Nicki Eoff (702) 784-4041
Assistant Professor
Elementary Physical Education
University of Nevada - Reno
Recreation & Physical Education Dept.
203 Lombardi Recreation Bldg; UNR
Reno, NV 89557

Ms. Kay Genasei, Consultant (702) 885-3140
Nevada State Department of Education
400 West King Street
Carson City, NV 89710

NEVADA (continued)

Dr. Edward Gickling (702) 784-4915
University of Nevada - Reno
College of Education
4352 Mexicali Ct.
Reno, Nevada 89502

Ms. Jeanne Cox-Tribble (702) 322-4862
Adapted P.E. Teacher
Washoe Co. School District
Hinerant K-12
Vaughn Middle School
1200 Bresson
Reno, NV 89503

OREGON

Ms. Elizabeth (Liz) Glover (503) 686-3391
Assistant Professor or 686-3384
Phy. Ed./Human Movement Studies
PE/HMS
University of Oregon
Eugene, OR 97405

UTAH

Ms. Elaine R. Anderson (801) 272-0565
Student at University of Utah
3565 Hillside Lane
Salt Lake City, UT 84104

Mr. Richard W. Hageman (801) 268-8111
Adapted P.E. Specialist
Granite School District
District Office
Penny Avenue
Salt Lake City, UT 84105

Ms. Terrie Hale (801) 486-6237
Graduate Student
Adapted P.E.
University of Utah
915 Bryan Avenue
Salt Lake City, UT 84105

UTAH (continued)

Ms. Hester Henderson
Assistant Professor
Dept. of Physical Education
HPERN-255
University of Utah
Salt Lake City, UT 84112
(801) 581-7964

Ms. Lucile Hyer
Adaptive Physical Education Specialist
Granite School District
Hartvigsen - Special Education
350 East 3600 South
Salt Lake City, UT 84107
(801) 268-8202

Ms. Linda Koch
Adaptive P.E. Specialist/
District Coordinator
Granite School District
Hartvigsen School
350 E. 3600 South
Salt Lake City, UT 84107
(801) 268-8202

Ms. Kathleen C. Mason
Adaptive P.E./
Movement Therapist-Consultant
Granite District
Special Education
350 E. 3600 South
Salt Lake City, UT 84107
(801) 272-7296

Dr. Paul McCarty
P.E. Specialist
Granite School District
Jones Center
3605 S. 350 E.
Salt Lake City, UT 84107
(801) 268-8111

Mr. Erin Provancha
Student/S.P.E. Grant Secretary
University of Utah
Department of Physical Education
College of Health HPER N-255
Salt Lake City, UT 84112
(801) 581-7558

UTAH (continued)

Mr. Terry Robertson
Research Associate
HPER - N226
College of Health
University of Utah
Salt Lake City, UT 84121
(801) 581-7554

Mr. Scott L. Standing
Graduate Student - Special P.E.
Dept. of P.E.
University of Utah
Salt Lake City, UT 84112
(801) 581-7964

Ms. Gracie Zdrazil
Graduate Student
Special P.E.
University of Utah
1764 Bryan Ave.
Salt Lake City, Utah 84108
(801) 466-2143

BUREAU OF INDIAN AFFAIRS

Mr. Donald G. Berg
P.E. Instructor
Bureau of Indian Affairs
Wahpeton, ND 58075
(701) 642-4301

Dr. Carl R. Cooley
Area Psychologist/Director of S.E.
Portland Area Office of Education
Dept. of Interior
Bureau of Indian Affairs
1500 LLoyd Bldg.
1500 N.E., Irving
Portland, OR 97232
(503) 230-5682

SPECIAL OLYMPICS

Ms. Mary Alice Flynn
State Games Committee Member/
Adapted P.E. Teacher
Virginia Special Olympics/
Albemarle County Schools
Albemarle High School
530 East Main Street
Richmond, VA 23209
(804) 644-0071

SPECIAL OLYMPICS (continued)

Ms. Linda B. Lampman
VA. Randolph Special Education Center
2206 Mountain Road
Glen Allen, VA 23060

(804) 644-0071

APPENDIX D

Formative Evaluation Forms

I'M SPECIAL Network

Daily Evaluation Form - Day 1

A. Please indicate your opinion concerning each of the following statements:

	not applicable (0)	strongly disagree (1)	disagree (2)	partially agree and disagree (3)	agree (4)	strongly agree (5)
1. In general, day 1 of the seminar was well organized.	0	1	2	3	4	5
2. The seminar arrangements were conducive to learning.	0	1	2	3	4	5
3. The seminar notebook was well organized.	0	1	2	3	4	5
4. The seminar provided adequate opportunities to obtain answers to questions.	0	1	2	3	4	5
5. In general, the I'M SPECIAL Instructional Modules presented today were:						
a) informative	0	1	2	3	4	5
b) interesting	0	1	2	3	4	5
c) useful	0	1	2	3	4	5

B. Please write a statement concerning:

1. the facilities

2. the effectiveness of the I'M SPECIAL Network Staff today

3. What would you like to tell us about the seminar?

4. What else could we do to help you learn how to effectively use the I'M SPECIAL Instructional Modules?

I'M SPECIAL Network

Daily Evaluation Form - Day 2

A. Please indicate your opinion concerning each of the following statements:

	not applicable (0)	strongly disagree (1)	disagree (2)	partially agree and disagree (3)	agree (4)	strongly agree (5)
1. In general, day 2 of the seminar was well organized.	0	1	2	3	4	5
2. In general, the seminar sessions were of adequate length to present the content.	0	1	2	3	4	5
3. In general, the seminar notebook material was helpful.	0	1	2	3	4	5
4. I understood what my State Department of Education team was to accomplish during the planning meeting.	0	1	2	3	4	5
5. In general, the I'M SPECIAL Instructional Modules presented today were:						
a) informative	0	1	2	3	4	5
b) interesting	0	1	2	3	4	5
c) useful	0	1	2	3	4	5

B. Please write a statement concerning:

1. the effectiveness of the I'M SPECIAL Network Staff today.

2. What would you like to tell us about this seminar?

3. What else could we do to help your state team develop its plan of action for implementing the I'M SPECIAL modules in preservice and inservice education?

I'M SPECIAL Network

Daily Evaluation Form - Day 3

A. Please indicate your opinion concerning each of the following statements:

	not applicable (0)	strongly disagree (1)	disagree (2)	partially agree and disagree (3)	agree (4)	strongly agree (5)
1. In general, day 3 of the seminar was well organized.	0	1	2	3	4	5
2. An adequate length of time was devoted during day 1 and 2 for developing the state plan of action.	0	1	2	3	4	5
3. In general, the I'M SPECIAL Instructional Modules presented today were:						
a) informative	0	1	2	3	4	5
b) interesting	0	1	2	3	4	5
c) useful	0	1	2	3	4	5

B. Please write a statement concerning:

1. The effectiveness of the I'M SPECIAL Network Staff today.

2. How could we help you implement the I'M SPECIAL Instructional Modules in preservice and inservice education?

APPENDIX E

Letters of Commendation

THE BICENTENNIAL OF THE BOARD OF REGENTS AND THE UNIVERSITY OF THE STATE OF NEW YORK

ASSISTANT COMMISSIONER FOR EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS
THE NEW YORK STATE EDUCATION DEPARTMENT
ALBANY NEW YORK 12234

March 19, 1984

Dr. Louis Bowers
I'm Special Network
Department of Professional Education
University of South Florida
Tampa, Florida 33620

Dear Dr. Bowers:

As the coordinator of the New York State team, I would like to thank you for the excellent program that you, Steve and Bill provided at the I'm Special" conference. The quality and content of these video tapes and supplementary materials will serve as very useful resources during ensuing preservice and in-service educational programs. The anticipated result of these efforts will be an improved quality of physical education programs for handicapped youth in this State.

As I mentioned at the conference due to New York State's large population of handicapped students and geographic size five sets of the "I'm Special" modules will not adequately meet the demands for these materials. To attain the goals that are outlined in the State Plan of Action, it will require the use of additional sets of these materials. Thus, I am seeking your permission to reproduce ten sets of the I'm Special Instructional modules as opposed to the five that were originally agreed upon. If this plan of action agrees with you or you have an alternative suggestion please advice and I will proceed accordingly. I look forward to hearing from you regarding this matter.

I have enclosed a revised State Plan of Action that describes the dissemination activities for New York State. Again, thank you for sharing your knowledge and expertise in this area. If you have any additional questions or concerns, please contact me at (518) 474-2251.

Sincerely,

Larry Waite

Lawrence T. Waite
Assistant, Training of Special
Educators

LTW:dc
Enc.

UNIVERSITY OF MASSACHUSETTS
AMHERST · BOSTON · WORCESTER

DEPARTMENT OF PROFESSIONAL PREPARATION
IN PHYSICAL EDUCATION
NORTH PHYSICAL EDUCATION BUILDING
AMHERST, MASSACHUSETTS 01003

March 21, 1984

Cheryl Haug
Division of Physical Education
The Commonwealth of Massachusetts
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Cheryl,

The three days, the storms and the I'M Special Network Conference are history. I went to pick up the tapes following the conference to discover that Beth Evans had..."grabbed them to deliver to you." I assume they are now in your hands.

I am grateful for the opportunity to attend this training session. It is seldom that one travels to a conference and has their professional needs met so directly and completely. Cheryl, we need a copy of these video tapes and instructional materials for our pre-service program, and in-service projections. If they were housed here we would be willing to share them with other divisions within the university and outside institutions and organizations.

I understand the State Department is entitled to arrange through the I'M Special Network for five copies of the video series for a fee of $125.00 per copy. The Department of Professional Preparation is willing to purchase the series, but needs your help to initiate the procurement. We would need our copy to be in ½" tape.

Furthermore, it is my opinion that the State Department does need to be represented at the regional conference to be held in Florida later this year, or at the one held in Chicago in 1985. A major goal of the Network is the establishment of a State Plan of Action for the utilization of the tapes and instructional modules. This cannot be accomplished without representation from higher levels of the hierarchy. One like myself can only make personal action plans. Although they are ambitious, they cannot represent the "State" in any way. The materials are EXCELLENT. The conference was extremely well organized and presented. I believe we need a state-wide action plan for their use.

Please help us in this important matter. We need a copy of those tapes, and thank you for your assistance.

Sincerely,

Tunner Brosky

TB/mh

HUNTSVILLE CITY SCHOOLS

MARY JANE CAYLOR, Ed.D., ACTING SUPERINTENDENT

P.O. BOX 1256 Telephone: 205-539-2111

HUNTSVILLE, ALABAMA 35807

April 18, 1984

Bellamy Award

Centennial

Jeaneane Moore
ADMIN. BIDG ANNEX
3405 Triana BLVD
Huntsville, AL 35807

Dear Dr. Bowers,

I can't begin to tell you what an educational experince the I'm Special Network program provided for me.

Thank you and the entire staff for a wonderful experince. I am really looking to working with the Network program.

If possible would you provide me with a letter stating the components that we covered and hours spent. I would like to place such information in my professional file at our Board of Education.

Sincerely,

Jeaneane Moore

Jeaneane Moore
Adaptive Physical Education Specialist

AN EQUAL OPPORTUNITY EMPLOYER

Fort Hays State University

600 Park Street *Hays, Kansas 67601-4099*

November 26, 1984

Mr. Gerald Christensen
Kansas Dept. of Education
Kansas State Education Building
120 East 10th St.
Topeka, Kansas 66612

Dear Gerald:

Randi Williams, Kansas Special Olympics Training Director, and I have just completed the I'm Special Network Regional Leadership Training Seminar. We both believe the seminar was a very positive experience, and the I'm Special Program can be an effective medium to enhance the physical education programming of elementary age handicapped students in the state of Kansas. The I'm Special instructional videotapes are quite versatile, meeting the preservice and inservice needs of a variety of interest groups including physical educators, special educators, Special Olympics coaches, parents, and administrators, as well as special physical education teachers. Therefore, we strongly believe the I'm Special module series is worth adopting for our state.

In the next few days, you will be receiving the I'm Special brochure, leadership notebook, and the preview videotape. The I'm Special Network may be flexible in negotiating financial arrangements for an additional set of five videotapes (I would pay particular attention to the reproduction agreement on page 101 of the notebook.).

After you have had the opportunity to preview the information and view the videotape, I will contact you the first or second week in December. Both Randi Williams and I would be willing to meet with you and Jim Marshall regarding the recruitment of a state training team to formulate goals and objectives in order to effectively disseminate the I'm Special program information throughout the state.

Thank you for allowing me the opportunity to attend the Network Regional Leadership Training Seminar in New Orleans, it was a very worthwhile experience. I have enclosed my travel expense voucher with this letter.

Sincerely,

Barry Lavay

ta

Enclosure

WILLSON-BEARDSHEAR SCHOOL
920 CARROLL • AMES, IOWA 50010 • 515 233-1433
MICHAEL HOUSELOG, PRINCIPAL

March 8, 1985

Dear Dr. Klesius:

Congratulations on a most successful I'M SPECIAL Network Leadership Training Seminar this past week in Chicago! The materials presented are just excellent, in addition to being interesting and useful! I know the Iowa team will do their best to get the information circulated throughout the state. (Since I am the "chair" of our Elementary Physical Education Department in Ames, I get to choose the agenda and lead the discussions - and guess what I am going to present?)

The seminar offered a great opportunity for me to meet new faces and chat with friends I have not seen in years. I really enjoyed talking with you about camping, skiing, scuba diving and bears!

I have written Darlene Conover and greeted her for you. Maybe I'll get a chance to stop out next week on our ski trip to visit her. If I am able to, I will greet her personally for you.

Thanks again for your time and hard work. Take care.

Warmest personal regards,

Kathryn E. Gundlach

Kathryn E. Gundlach

OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

November 27, 1985

Dr. Louis Bowers
Director
I'm Special Network
Department of Professional Physical Education
University of South Florida
Tampa, Florida 33620

Dear Lou:

We have decided to reproduce the "I'm Special" instructional modules per the I'm Special Instructional Modules Reproduction Agreement. We agree to duplicate no more than five sets of the modules and carry out each of the additional stipulations.

I met with our special education unit staff and presented an "I'm Special" inservice for them. I also outlined our "Montana Plan" that we developed in Salt Lake City. They enthusiastically accepted the program and our plan, including the funding necessary to duplicate the modules and purchase the blank tapes.

This meets the first couple of steps on the plan we developed, so I feel confident that we are on the right track. Thanks for your help.

Would you please send this purchase order over to your film library so they can send us the master copies and a bill for their use?

Thanks again.

Sincerely,

SPENCER SARTORIUS
Health and Physical Education Specialist
Department of Basic Instructional Services

Enclosure

mec2

Affirmative Action — EEO Employer

Rcvd 3/3/86

Texas Education Agency

February 25, 1986

Dr. Louis Bowers
Director
I'M SPECIAL Network
Department of Physical Education
University of South Florida
Tampa, Florida 33620

Dear Lou:

Enclosed find the Utilization Reports for the I'M SPECIAL Modules. Your materials have been very helpful to us.

Sincerely,

Claudia

Claudia Jane Knowles,
Education Specialist I
Special Education Programs

CJK:mes

Enclosures

Received 3/6/86

THOMAS G. CLAUSEN
Superintendent of Education

P.O.BOX 94064
Baton Rouge, LA 70804-9064
1-800-272-9872

March 3, 1986

Dr. Louis Bowers
College of Education
University of South Florida
Tampa, Florida 33620

Dear Dr. Bowers:

Enclosed please find the utilization forms submitted to me. Five university programs are currently using the modules for undergraduate and graduate classes but I have been unable to obtain utilization forms from them.

Our project ends this year and I have been very pleased with the results. Our follow-up survey indicated Project "I'M SPECIAL" had a very positive impact on physical education programs for the handicapped.

I have enjoyed working with you and your staff and look forward to continuing our professional relationship.

Sincerely,

Janice Fruge

Janice Fruge'
Supervisor
Adapted Physical Education
Special Educational Services

JF:sm

Enclosures

"An Equal Opportunity Employer"

Office for Special Services
and State Affairs

Division of Special Education
and Pupil Personnel Services

Webster Building
10th and H Streets, N.W. Washington, D.C. 20001

RECEIVED 3/20/86

March 12, 1986

Dr. Louis Bowers
Dr. Stephen Klesius
Co-Directors, "I'm Special" Network
University of South Florida
College of Education
Tampa, Florida 33620

Dear Drs. Bowers and Klesius:

This is to acknowledge receipt of your correspondence dated February 12, 1986 concerning the Utilization Report Form. It is my understanding that Mr. Richard Jones, our State contact person, has forwarded appropriate reports to you.

Our physical education teachers serving handicapped students in the District of Columbia Public Schools continue to use the "I'm Special" Instructional Modules and have found them to be an excellent resource.

Sincerely,

Doris A. Woodson
Assistant Superintendent

DVB/meh

Oklahoma State Department of Education

2500 North Lincoln Boulevard • Oklahoma City, Oklahoma 73105-4599

JOHN M. FOLKS
Superintendent
LLOYD GRAHAM
Deputy Superintendent

June 13, 1986

Louis Bowers
I'm Special
Physical Education Dept.
University of South Florida
Tampa, Florida

Dear Louis:

Tom Hollis and Freeta Jones on my staff have been through the necessary training to become a "Network Leader" for I'm Special. Tom has been given the responsibility to make "I'm Special" a priority for the approaching school year.

We are looking forward to an extremely successful 1986-87 school year.

Best wishes for a good summer!

Sincerely,

Harvey Tedford

Harvey Tedford, Administrator
Comprehensive Health Education

HT/mm

APPENDIX F

State Workship Descriptions and Agendas

APR 17 1985

INSERVICE COURSES

for Delaware Educators

DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901

Summer 1985

IMPORTANT REGISTRATION INFORMATION INSIDE!

Enroll today.

PHYSICAL EDUCATION

Frank P. Jelich
State Supervisor, Physical Education

COURSE NO: 2111-85 INSERVICE CREDIT: 1

TITLE: I'm Special

DESCRIPTION: I'm Special is a physical education program for regular and special K-5 physical education and K-12 mainstreaming. The program consists of 14 video tapes developed by the University of South Florida including teacher supplements to improve teacher skills and implementation of physical education programs for the handicapped. Focus will be IPRD, program design, program activities, equipment and implementation.

LOCATION: Brandywine School District Admin. Office, Claymont

DATES/TIME: (Saturdays) June 8 and June 15, 1985; 8:30 - 4:30 p.m.

DEADLINE FOR REGISTRATION: June 3, 1985

NUMBER OF PARTICIPANTS: (MIN.) 20 (MAX.) None

INSTRUCTOR: Frank P. Jelich

I'M SPECIAL NETWORK WORKSHOP

Presented By

Richard Jones
Physical Education Instructor
for
Prospect Learning Center

Logan School

June 11-12

AGENDA

June 11

Time	Number	Title	Content	
8:30			Introduction	James Melbourne
8:45 - 10:15			Video Presentation and Discussion	Richard Jones
	P	This is I'M SPECIAL	A preview summary showing highlights of the I'M SPECIAL Instructional Module videotapes.	
	1	Handicapped or Handi-capable	Why handicapped children need physical education. What causes handicaps. Successful handicapped adults appear as role models.	
	2	Score One for P.E.	P.L. 94-142: its mandates and basic regulations, in a question and answer format.	
10:15 - 10:30			BREAK	
10:30 - 11:45			Video Presentation and Discussion	Richard Jones
	3	On the Edge of Light	P.L. 94-142: the IEP and least restrictive environment, in a satirical soap opera format.	
	4	Humans in Motion	The systems of the body and how they produce movement. Physicians tell how activity affects selected impairments.	

I'M SPECIAL NETWORK WORKSHOP

AGENDA

June 11 (Cont'd.)

Time	Number	Title	Content	
11:45 - 1:00			LUNCH	
1:00 - 3:15			Video Presentation and Discussion	Richard Jones
	5	The Appropriate Challenge	The "what" and "why" of developmental physical education. Its application with handicapped children. The use of competition is explained.	
	6	Principles and Practices	Principles of developmental physical education put into practice in a variety of educational situations.	
	7	A Lifetime of Discovery	Sequence of motor development in children, from reflexes to skilled performance applications.	
	8	A Sense of Space	Developing body and special awareness, featuring Dr. Sylvia Richardson, with teachers sharing their ideas and activities.	

I'M SPECIAL NETWORK WORKSHOP

AGENDA

June 12

Time	Number	Title	Content	
8:30			Introduction	James Gillespie
8:45 - 10:15			Video Presentation and Discussion	Richard Jones
	9	A Question of Balance	The circus illustrates principles of balance and posture and activities to develop them. Featuring handicapped circus performers	
	10	On the Move	A marching band, animals, and children illustrate the development and analysis of body transport patterns.	
	11	Reaching Out	The development of manipulative patterns in a school setting. Slow motion analysis. Activities to improve manipulative skill are shown.	
10:15 - 10:30			BREAK	
10:30 - 11:30			Video Presentation and Discussion	Richard Jones
	12	Name of the Game	A teacher relives how he learned to use games; illustrating their purpose, structure, and how to modify them.	
	13	Fit to Function	Principles and activities for improving physical fitness. Importance of fitness for handicapped persons	
11:30 - 12:00			Wrap-Up and Evaluation	

I'M SPECIAL NETWORK

Oklahoma Training Agenda - Saturday, January 26, 1985

8:30 - 9:00 a.m.	Registration
9:00 - 9:15	Introductions and purpose
9:15 - 9:40	I'm SPECIAL Instructional Module 2 - "Score One for Physical Education"
9:40 - 10:05	I'm SPECIAL Instructional Module 6 - "Principles and Practices"
10:05 - 10:30	I'm SPECIAL Instructional Module 7 - "A Lifetime of Discovery"
10:30 - 10:55	I'm SPECIAL Instructional Module 9 - "Sense of Space"
10:55 - 11:20	I'm SPECIAL Instructional Module 12 - "Reaching Out"
11:20 - 12:00	I'm SPECIAL Instructional Module 13 - "Name of the Game"
12:00 - 1:15	LUNCH - on your own
1:15 - 2:00	I'm SPECIAL Instructional Module 4 - "Humans in Motion"
2:00 - 2:30	I'm SPECIAL Instructional Module 5 - "Appropriate Challenge"
2:30 - 3:00	Final Instructions and Evaluation

OKLAHOMA I'M SPECIAL LEADERSHIP TRAINING TEAM

Ms. Karen S. Allen
Adapted Physical Education Teacher
Oklahoma School for the Blind
Department of Human Services
P.O. Box 309
Muskogee, Oklahoma 74401
(918) 682-6641

Mr. Harvey Tedford, Administrator
Comprehensive Health
Oklahoma State Department of Education
Oliver Hodge Building
Oklahoma City, Oklahoma 73105
(405) 521-2110

Mr. Rex Howard
State Coordinator of the Visually Handicapped
Special Education Section
Oklahoma State Department of Education
2500 North Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 521-3351

Dr. Loyce Willett, Consultant
Health and Physical Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma 73105
(405) 272-5534

Dr. Dorothy Marotte
D/A Coordinator
Central State University
Edmond, Oklahoma 73034
(405) 341-2890 #2232

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319-0146

Iowa
a place to grow

ROBERT D. BENTON, Ed.D., COMMISSIONER
David H. Bechtel, M.S. Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY COMMISSIONER

I'M SPECIAL Workshop

March 20, 1986
Olmstead Center

Drake University

A T T E N T I O N:

Elementary Physical Education Teachers, Elementary Special Education Teachers and others interested in attending an

I'M SPECIAL Workshop

Please join us for an exciting workshop presented by Drake University and the Department of Public Instruction.

The goals of the workshop are:

1. To introduce a few of the I'M SPECIAL modules.
2. To become aware of the Adapted P.E. and how A.P.E. and the regular P.E. Specialist may work together.
3. To understand why children, including the handicapped, need P.E.
4. To apply principles of P.E. in selecting and designing learning experiences for children.
5. To analyze the components of a game and use games to achieve educational objectives.
6. To recognize the importance of fitness for everyone.
7. To discuss with colleagues the I'M SPECIAL modules, activity ideas that work, and how to make integration a success.

Plan now to attend! No registration fee! Join us for a day of activity and sharing of ideas and experiences. Dress Casual, ready to participate.

The I'M SPECIAL Iowa Leadership Team

Susan Brophy
Jackie Krogh
Kathy Gundlach
Chelle Mannhardt
Lynn Pomplun

***** PLEASE PASS THIS INFORMATION ON TO ANY OTHER TEACHER THAT MIGHT BE INTERESTED IN ATTENDING. IF THERE ARE ANY QUESTIONS, PLEASE CALL ANY MEMBER OF THE LEADERSHIP TEAM.

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319-0146

Iowa
a place to grow

ROBERT D. BENTON, Ed.D., COMMISSIONER
David H. Bechtel, M.S. Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY COMMISSIONER

I'M SPECIAL Workshop

Olmstead Center

Drake University

AGENDA

8:00 - 8:30	Registration
8:30 - 8:45	Drake University Welcome
8:45 - 9:00	Introduction of I'M SPECIAL
9:00 - 9:45	Handicapped or Handicapable
9:45 - 10:00	Break
10:00 - 10:30	The Appropriate Challenge
10:30 - 11:00	Principles and Practices
11:00 - 11:30	Small Group Discussion
11:30 - 12:30	Lunch (Food Service available in the Olmstead Center)
12:30 - 1:30	Name of the Game
1:30 - 2:00	Small Group Discussion
2:00 - 3:00	Fit to Function
3:00 - 3:30	Closing Discussion, Workshop Evaluation

I'M SPECIAL --- Instructional Modules Sequential Physical Education for Children Individualized Appropriate Learning

Continuing Education
Moorhead State University
Moorhead, MN 56560

I'm Special

Workshop in Developmental/Adapted Physical Education

March 14-15, 1986
Nemzek Hall
Moorhead State University

Sponsored by: MSU Division of Continuing Education
Department of HPER
State Department of Education

WORKSHOP PURPOSE

The purpose of this workshop is to provide information about teaching physical education for **all** students. **The I'm Special Instructional Modules** (videotape and printed materials), produced at the University of South Florida will provide the content for the workshop.

WORKSHOP DESCRIPTION

The *I'm Special Instructional Modules* are designed to demonstrate effective physical education programming for **all** children. These modules present physical activities, modified equipment and principles for providing a developmental program for physically, intellectually, emotionally or sensory impaired students enrolled in regular or special education programs.

WORKSHOP OBJECTIVES

The participant will be able to:

1. State reasons why ALL children need physical education.
2. State the mandates and regulations of P.L. 94-142 as it relates to physical education.
3. Identify the biological systems of the human body, and how impairments affect motor performance.
4. Explain reasons for using developmental physical education experiences with handicapped children.
5. Describe physical activity experiences to improve children's:
   a) body and spatial awareness
   b) manipulative patterns
   c) physical fitness
6. Analyze the components of a game and use games to achieve objectives.
7. Identify modified and specialized equipment used in physical education for children with impairments.

WORKSHOP AUDIENCE

This workshop will be of interest to any person involved or supportive of persons with impairments.

REGISTRATION INFORMATION

Pre-registration is highly recommended. Use the pre-registration form provided in this brochure. **Deadline for pre-registration is March 7, 1986.**

PROGRAM SCHEDULE

Friday, March 14

4:00-4:45	Registration—Nemzek Rm 203 Workshop—College Credit (students enrolled for one credit in PE 499(G) will complete an additional assignment.
4:45-5:00	Welcome and Notices—Steven Grineski
5:00-5:15	Introduction to *I'm Special*—George Hanson
5:30-6:15	Keynote Presentation—George Hanson **Advocacy for D/A.P.E."**
6:15-6:45	Meal
6:45-8:00	**Principles and Practices**—Steven Grineski
8:00-9:15	**Appropriate Challenge**—Ron Dreschel and Susan Hooper MSU A.P.E. Students

Saturday, March 15

8:00-8:30	Continental Breakfast and Sharing
8:30-9:45	**Name of the Game**—George Hanson
9:45-10:45	**Humans in Motion**—Jim Gemar
10:45-12:15	**Sense of Space**—Steven Grineski
12:15-1:15	Lunch on your own (Nemzek Concessions, Student Union Deli, Campus Food Service, F/M Restaurants)
1:15-2:15	**Reaching Out**—Steven Grineski
2:15-3:15	**Fit to Function**—Dick Bynum
3:15-3:30	Sharing
3:30-4:00	Closure Summary and Evaluation

LODGING

Please make your own lodging arrangements:
Super 8, Moorhead / (218) 233-8880
Regency, Moorhead / (218) 233-7531

REGISTRATION:

***I'm Special*: Workshop on D/A.P.E.**
March 14-15, 1986

Name: _____

Home Phone: _____

Address: _____

City/State/Zip: _____

Check registration desired. **Submit checks made payable to Moorhead State University with pre-registration.**

[ ] *Credit participant:*
- [ ] MN Graduate $49.25
- [ ] ND Grad with reciprocity $49.25
- [ ] MN Undergraduate $39.25
- [ ] ND Undergrad with reciprocity $36.00
- [ ] Non-resident Grad $78.80
- [ ] Non-resident Undergraduate $63.70

(ND residents must pay out-of state fees unless granted reciprocity at time of conference. Above rates include one-academic credit, printed materials, coffee and continental breakfast on Saturday.)

[ ] *Non-credit participant*—$6.00. Includes printed materials, coffee, and continental breakfast on Saturday.

Please note: all registrations at door will cost an additional $2.00.

[ ] *Friday evening meal*—$2.25 (optional). Includes deli-type sandwich, fruit, cookies, chips and beverage. Pre-registration is required for this meal by March 7. (Please include the $2.25 in your payment above if you wish this option.)

Concessions will be available Friday evening and Saturday.

Return by March 7th to: **Steven Grineski, HPER Department, Moorhead State University, Moorhead, MN 56560. Phone: (218) 236-2315**

moorhead state university
moorhead, minnesota 56560

May 19, 1986

Dear Dr. Klesius:

Please find enclosed a report concerning evaluation data from the MSU I'M SPECIAL WORKSHOP.

Sincerely,

Steve Grineski

SG/am

an equal opportunity employer

The purpose of this report is to share the results of the M.S.U. I'M SPECIAL Workshop Evaluations. These evaluations include data collected from the participants' Workshop and Evaluation and Suggestion form and follow-up questionairre which was mailed to the registered participants.

WORKSHOP EVALUATION AND SUGGESTION SHEET

Each participant attending the workship was requested to evaluate each specific session and the workshop in total. A copy of this form has been included for your review.

I have included information concerning only three of the questions used for evaluation and suggestion. These data suggest the participants noted a match between the workship content and workshop objectives, enjoyed the participation component of the sessions and scored Name of the Game, Sense of Space and Principles and Practices high in regard to meaningfulness.

RESULTS OF EVALUATION AND SUGGESTION FORM

I'M SPECIAL WORKSHOP
Evaluation and Suggestions

1. Do you believe that the stated objectives of the conferencer were achieved?
   36 - yes 0 - no

2. What did you think represents the greatest strength of this workshop?
   (36 participants responded to this question)
   Participation - 47%
   Modules - 16%
   Presentors - 8%

3. Which sessions had the most/least meaning to you. (36 participants responded to this question)

	Most Meaning	Least Meaning
Principles and Practices	9	0
Appropriate Challenge	1	8
Name of Game	16	0
Humans in Motion	8	8
Sense of Space	12	0
Reaching Out	6	1
Fit to Function	1	1

I'M SPECIAL WORKSHOP QUESTIONNAIRE

Each registered participant attending the workshop (n=50) was mailed a questionnaire, dated April 23, 1986. The purpose of the questionnaire was to note increases in specific teacher behaviors that occurred as a direct result of attending the MSU I'M SPECIAL WORKSHOP.

The content of the questionnaire was deemed appropriate because I felt these questions and subsequent teacher behaviors were critical to the development of effective teaching. Also, these questions matched with selected workshop objectives (1,4,5,6) and were based on the sessions (modules) ranked high in meaningfulness by the participants. A copy of the workshop objectives and workshop questionnaire has been included for your review.

SUMMARY

The 23 participants responding to the MSU I'M SPECIAL WORKSHOP questionnaire reported increases in select teacher behaviors as a direct result of attendance. See Figure1

Figure 1

23 out of the 50 participants responded to the follow-up questionnaires.

1. As a result of the MSU I'M SPECIAL WORKSHOP, I have:

   43%-A. attempted to include rather than exclude student(s) in mainstream physical education.
   27%-B. spoke to a colleague regarding the least restrictive placement for a student.
   69%-C. attempted to meet the physical education need of more students.

2. As a result of the MSU I'M SPECIAL WORKSHOP, I have:

   56%-A. selected activities based upon students' individual needs. (Developmental Value/Performance level)
   52%-B. used sequential progression when presenting students with physical education activities.
   52%-C. allowed for maximum participation in more of my physical education activities.
   17%-D. made my gym safer physically as well as psychologically.

3. As a result of the MSU I'M SPECIAL WORKSHOP, I have:

   34%-A. increased activity time of body and spatial awareness activities.
   26%-B. increased activity time for manipulative skill activities.
   26%-C. increased activity time for physical fitness activities.
   82%-D. increased awareness for meeting the special needs of students in the areas listed above.

4. As a result of the MSU I'M SPECIAL WORKSHOP, I have:

   18%-A. selected different games to achieve my objectives.
   65%-B. modified games to better achieve my objectives.
   65%-C. created games to achieve my objectives.
   50%-D. allowed students to modify/create games.

According to the data provided by the responding participants, an interesting relationship may be suggested regarding these teachers attempting to meet more students' needs in physical education.

69% of the responding participants noted an increase in their attempting to meet the physical education needs of more students. See Figure 2

Figure 2

As a result of the MSU I'M SPECIAL WORKSHOP, I have:

A. attempted to include rather than exclude student(s) in mainstream physical education.
B. spoke to a colleague regarding the least restrictive placement for a student.
C. attempted to meet the physical education need of more students.

Results

A. 43%
B. 27%
C. 69%

This increase may have occurred by these teachers implementing four of the five principles and practices (Module6) as noted in question 2. See Figure 3

Figure 3

As a result of the MSU I'M SPECIAL WORKSHOP, I have:

A. selected activities based upon students' individual needs. (Developmental Value/Performance level)
B. used sequential progression when presenting students with physical education activities.
C. allowed for maximum participation in more of my physical educaiton activities.
D. made my gym safer physically as well as psychologically.

Results

A. 56%
B. 52%
C. 52%
D. 17%

As can be noted, over half of the responding participants reported an increase in this area. These data may reflect the way in which the responding teachers attempted to better meet the needs of more students in physical education.

Specific and direct application of the previously noted teacher begavior changes (meeting more meeds, appropriate activity selection, using sequential progression and maximum participation) are suggested by the results of question four. See Figure 4. This topic relates to achieving desired objectives through game analysis.

Figure 4

As a result of the MSU I'M SPECIAL WORKSHOP, I have:

A. selected different games to achieve my objectives.
B. modified games to better achieve my objectives.
C. created games to achieve my objectives.
D. allowed students to modify/create games.

Results

A. 18%
B. 65%
C. 65%
D. 50%

These data may suggest the way in which the responding teachers implemented the four out of five principles and practices of Module 6. 65% of the responding participants reported they had modified and created games to better achieve their objectives, while 50% of these respondents reported allowing their students to modify and/or create their own games.

Conclusion

As stated earlier, a relationship may be noted by the data to suggest the participants responding to the MSU I'M SPECIAL WORKSHOP questionnaire attempted to meet more needs of students, selected appropriate activities, presented these activities sequentially and allowed for maximal participation by their students. These behaviors may reflect changes in teacher attitudes and practices concerning game usage, which may demonstrate the responding participants' increased awareness for the intra-individual needs of students in the gymnasium. I feel this may be significant because many elementary teachers and elementary physical education specialists continue to rely on game playing as a major part of their curriculum.

Given these data, I believe the MSU I'M SPECIAL WORKSHOP had a positive effect on the teaching behaviors of the participants.

I hope this information is of benefit to I'M SPECIAL. I am thinking of writing an article concerning the topic of in-service/pre-service teacher education and using some of this information. Any ideas or suggestions would be greatly appreciated. Thanks for your letter of support.

Sincerely,

Steven Grineski

WORKSHOP OBJECTIVES

1. State reasons why ALL children need physical education.

2. State the mandates and regulations of P.L. 94-142 as it relates to physical education.

3. Identify the biological systems of the human body, and how impairments affect motor performance.

4. Explain reasons for using developmental physical education experiences with handicapped children.

5. Describe physical activity experiences to improve children's:
   a. body and spatial awareness
   b. manipulative patterns
   c. physical fitness

6. Analyze the components of a game and use games to achieve objectives.

7. Identify modified and specialized equipment used in physical education for children with impairments.

APPENDIX G

Network News, Issues 1-6

NETWORK NEWS

Issue 1 October 5, 1984

The Newsletter of the I'M SPECIAL Network was compiled and edited by Stephen Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620.

FROM THE PROJECT STAFF

This newsletter reports the accomplishments and plans of the I'M SPECIAL Network Project which is beginning its second year with funding from the USDOE, Office of Special Education and Rehabilitative Services. Dr. Louis Bowers and Dr. Stephen Klesius are the Co-Directors of the project and the Project Coordinator is Bill Price. During the first 15 months of the I'M SPECIAL Network project Mrs. Peg Piscitello and Mrs. Linda Mobley have served as project secretaries.

The Project Staff has had a busy summer. We have been answering consultation and follow-up requests from participants of the Northeast and Southeast Seminars and planning the South Central Regional Leadership Training Seminar, to be held in New Orleans on November 19-21, 1984, and the North Central Seminar, to be held in Chicago March 4-6, 1985.

During August, Drs. Bowers and Klesius conducted a three day workshop for the Louisiana State Department of Education for teachers of adapted physical education. The I'M SPECIAL Instructional Modules were a key instructional tool in the presentations and the workshop received very positive evaluations from the participants.

Dr. Louis Bowers was elected President-Elect of the National Consortium for Physical Education and Recreation for the Handicapped at the Annual Meeting held at the University of Maryland August 9-11, 1984.

SEMINAR PARTICIPANT ANALYSIS

After conducting two I'M SPECIAL Network Regional Leadership Training Seminars during 1983-84, the Project Staff wanted to determine the demographics concerning the Northeast and Southeast Leadership Training Seminar participants. While numbers alone do not adequately show the high quality of the participants, they demonstrate the extent and variety of participation. As a subjective analysis, the Project Staff was extremely pleased with the number of participants from each state and the representation of various educational agencies on the state teams. In the case of northeast or southeast region states which did not participate in the two seminars conducted during 1984, these states have been invited to attend either the North Central or South Central Seminar.

The Northeast Seminar had a total of 46 participants from 9 states including 8 participants representing state departments of education, 14 participants representing universities, 22 participants representing local educational agencies, and 2 participants representing Special Olympics. The Southeast Seminar had a total of 44 participants from 4 states, the District of Columbia, Puerto Rico, Virgin Islands, the Department of Defense, and the U.S. Tennis Association. This number included 11 representative of departments of education, 16 representatives of universities, 13 representatives of local educational agencies, 1 student, 1 representative of the Department of Defense-Dependents School, 1 educational consultant for the U.S. Tennis Association, and 1 director of recreation.

Further analysis of the state department of education representatives to the I'M SPECIAL Leadership Training Seminars for the Northeast and Southeast regions showed that 8 had responsibilities associated with physical education, 8 had responsibilities associated with special education, and 3 had responsibilities associated with areas such as inservice education, teacher preparation or educational resource centers. Local educational agencies had 28 physical education participants and 5 special education participants. The Project Staff believes that this diversity of role representation within a state team positively influences the commitment and ability of the state to disseminate and effectively use the I'M SPECIAL Instructional Modules as part of preservice and inservice education programs. Table 1, (see page 3), presents the analysis of participant job roles.

In total, 90 educational leaders primarily concerned with programs of preservice education, inservice education, or delivery of physical education services to handicapped elementary school children were trained as a result of this project in the effective use of the I'M SPECIAL Instructional Modules. The multiplier effect will result in the training of many more individuals concerned with physical education for the handicapped and the actual number of handicapped elementary school students who receive improved programs of physical education will be greatly increased.

PARTICIPANT EVALUATIONS OF THE SEMINAR

Evaluation data for the Northeast and Southeast Seminars were collected for day 1,2, and 3 seminar presentations and achievement of the seminar objectives. The evaluation rating scale used a 5 point system where 5 indicated strongly agree, 4 indicated agree, 3 indicated disagree, 2 indicated strongly disagree, and 1 indicated not applicable or no opinion. The combined average of the Southeast and Northeast Seminars were: Day 1 - 4.42, Day 2 - 4.38, Day 3 - 4.55, and the achievement of seminar objectives - 4.45. The ratings of evaluations for each day of the two seminars and for the combined seminars are presented in Table 2.

TABLE 2: SEMINAR EVALUATION RESULTS

Evaluation	NORTHEAST	SOUTHEAST	COMBINED
Day 1	4.22	4.68	4.42
Day 2	4.19	4.66	4.38
Day 3	4.35	4.73	4.55
FINAL	4.29	4.53	4.45

TABLE 1: Analysis of Participant Job Roles

N.E. Seminar State	State DOE PE	State DOE Spec. Ed.	State DOE Other	Univ.	Local Ed. Agency PE	Local Ed. Agency Spec Ed	Local Ed. Agency Other	Special Olympics	OTHER	TOTAL
Conn.	1			1	9			1		12
Del	1					1	1			3
Maine		1		1	4			1		12
Maryland	1	1			4					6
Mass				2	1					3
New Jersey				2	1					3
New York	1	1		6	1					9
Rhode Isl.			1	1		1				3
Vermont			1							1
	4	3	2	13	20	2	1	2	0	47
S.E. Seminar										
Ala	1			3	2	1				7
Dept. of Def									1***	1
D.C.		1								1
FL		1		1*	3	1	1			7
ILL				1						1
N.C.	1	2	1	1	3	1				9
P.R.	1			13					2**	16
U.S.T.A.									1***	1
Virg. Isl.	1									1
West VA		1								1
SE TOTAL	4	5	1	19	8	3	1	0	4	44
NE TOTAL	4	3	2	13	20	2	1	2	0	47
TOTAL	8	8	3	32	28	5	2	2	4	91

*Bill Price of the Project Staff served as a member of the Florida Department of Education team but was not counted as a seminar participant.

**one student and one recreation department representative

***educational program directors

In general, the participants indicated a strong positive approval of the seminar for each day and the achievement of the seminar objectives. While the Southeast Seminar ratings were slightly higher than the Northeast Seminar ratings both levels of ratings demonstrate that the participants perceived the seminar as a highly positive experience, with quality information being clearly and effectively presented by the Project Staff. It is suspected that this difference occurred, in part, because the Northeast Seminar was the first seminar to be conducted and the Southeast Seminar agenda and presentations were slightly modified as a result of the Project Staff's experience conducting the Northeast Seminar and the formal and informal data provided by participants.

Written responses to the open-ended questions, included as part of the daily evaluation forms, were very positive and supportive. The seminar facilities were most frequently described as excellent; the I'M SPECIAL Instructional Modules were evaluated as being informative, useful, and very interesting; and the presenters were viewed as excellent and effective. The application of the information presented at the seminar to preservice and inservice education programs was described as extremely or very helpful. The seminar activity which was seen as the most helpful in achieving the objectives of the seminar was the discussions or explanations conducted before or after showing the I'M SPECIAL videotapes. In addition, the participants voiced their appreciation of the informal, warm, friendly, and caring seminar atmosphere created by the Project Staff.

The daily seminar evaluations served two purposes. First, immediate feedback concerning the participant's view of the effectiveness of the seminar was provided. This served a formative evaluation purpose, especially for the Northeast Seminar, where deviations from the preplanned agenda were made by the Project Staff based on the daily participant evaluations. Evaluation data from the Northeast and Southeast Seminars were also considered in determining the agenda for the South Central Seminar to be held in New Orleans in November 1984. Participants ratings of the daily seminar sessions and the total seminar were very helpful and informative and served the summative purpose of demonstrating the results of the seminars.

The Project Directors and Coordinator recognize that each seminar will be slightly different in responses to the characteristics of the participants and the make-up of the state teams. In both the Northeast and Southeast Seminars, optional evenings meetings were held. In New Orleans the time schedule for the first day will be slightly extended and no optional evening seminar meetings will be scheduled. The same schedule will probably be used in Chicago.

In all future seminars the amount of time devoted to discussions of the uses of the I'M SPECIAL Instructional Modules will be maintained or increased. The Leader's Guide, the seminar notebook given to each participant, will show further refinement including modification of the state plan facilitation tasks, a table of contents will be included, and the pages numbered. The presentors will further coordinate and refine their presentations in order to reduce unnecessary repetition of information and continue their informal, friendly, and sincere interactions with the seminar participants.

Daily participant evaluation feedback questions will continue to be used to provide information concerning the progress of the South Central and North Central Seminars. However, in order to more rigorously test the effectiveness of the South Central Seminar, knowledge questions will be used and the percent of correct responses for each item will be tabulated to determine the effectiveness of the Seminar in achieving the stated objectives.

ANALYSIS OF STATE PLANS OF ACTION FOR USING THE I'M SPECIAL INSTRUCTIONAL MODULES

This section presents an analysis of the state department of education plans for implementing the I'M SPECIAL Instructional Modules in preservice and inservice education as drafted by the state teams which participated in the Northeast and Southeast Leadership Training Seminars. The Project Staff was very pleased with the overall results of the implementation and action plans which were developed by these state teams.

Many states plan to conduct awareness presentations to publicize the purpose and quality of the I'M SPECIAL Instructional Modules. The target populations for these presentations were cited as state department of education officials, state and local educational agency advisory boards/councils, university professors, and directors of regional area inservice resource centers.

Needs assesment, to determine areas of inservice education, was an activity which was planned to be conducted by many state departments of education. State departments of education, local school district, as well as, state physical education associations, and universities were identified as possible agencies to conduct the needs assessment.

State plans listed the use of the I'M SPECIAL Instructional Modules for public and/or educational television broadcast for university courses, inservice education presentations, or public awareness programs. State physical education association workshops and conference presentations were frequently mentioned in state plans as a way of using the series to present information to physical education teachers.

A frequently mentioned element in the state plans was the training of district teams to provide custom designed inservice programs. In many cases state advisory groups or steering committees will assist in developing these teams or coordinating inservice activities. A telephone or memoranda network for state team members was given as a means of communicating planned and accomplished inservice activities using the I'M SPECIAL Instructional Modules. One state department of education has developed a position paper describing the series.

Some states have specific plans for reproducing additional sets of the I'M SPECIAL Instructional Modules, while other states reported that time would be needed to identify funds to pay the reproduction fee or make plans for housing and using the series. New York, Massachusetts, Connecticut, Maryland, North Carolina, Rhode Island, West Virginia and Puerto Rico have already completed the procedures to reproduce copies of the I'M SPECIAL Instructional Modules.

FOLLOW-UP AND CONSULTATION REQUESTS

As of September 1, 1984 the I'M SPECIAL Network has received 21 requests for follow-up consultation services from 11 state departments of education. Most of the requests for assistance concerned the I'M SPECIAL Instructional Modules reproduction agreement and shipment of the master videotapes from which the copies of the series are to be made.

The Project Staff has also handled requests for information concerning the use of the modules on public television as an inservice education course. Television broadcast uses of the I'M SPECIAL Instructional Modules will be featured in a future issue of the Network News.

The Project Staff is ready and willing to provide assistance in terms of answering questions about effective use of the I'M SPECIAL Instructional Modules, explaining ways to publicize the availability of the series for use in preservice and/or in-service education programs, within a state or school district, and receiving completed reproduction agreements or utilization forms.

UTILIZATION REPORTS: ACCOMPLISHMENTS OF THE I'M SPECIAL NETWORK LEADERS

A copy of the Utilization Report Form was included in the I'M SPECIAL Network "Leaders Guide" and explained during the Leadership Training Seminars. The purpose of the utilization report form is to provide a record of the use of the I'M SPECIAL Instructional Modules. This will serve several purposes which include reporting to the Office of Special Education and Rehabilitative Services concerning the impact of the I'M SPECIAL Project, spreading the word of the accomplishments of each state's I'M SPECIAL Network Leaders, and describing the utilization of the I'M SPECIAL Instructional Modules in preservice and inservice education programs.

The state department of education contact persons will submit a report of the utilization of the I'M SPECIAL Instructional Modules during November, 1984. Each I'M SPECIAL Network Leader should send completed Utilization Report Forms directly to that person, as soon as possible, after the presentation in which the I'M SPECIAL Instructional Modules were used.

A summary report of the state utilization reports will be included in the Network News, when specific information concerning the accomplishments of I'M SPECIAL Network Leaders are received. These reports will also be published in the Network News.

NATIONAL CIVITAN-I'M SPECIAL PROJECT

Steve Klesius attended the 64th Annual Convention of Civitan International held in Las Vegas during July, 1984 as an exhibitor and made a presentation to all Govenor-Elects of Civitan concerning the National Civitan-I'M SPECIAL Project. The purpose of both activities was to interest Civitan Clubs in purchasing sets of the I'M SPECIAL Instructional Modules to be donated to local educational agencies or state departments of education. The enclosed brochure was given to Civitan Govenors-Elect and individual Civitan Club Members.

The presentation was enthusiastically received and should result in sets of the I'M SPECIAL Instructional Modules being donated to school districts or departments of education compliments of Civitan for use by teachers responsible for programs of physical education for handicapped, elementary school children.

The interest of Civitan in mentally retarded and physically handicapped children and their support of school activities was explained by the I'M SPECIAL Network Staff during the Northeast and Southeast Seminars. The project described above is an attempt to generate further support on the part of Civitan to provide state departments of education and local school systems with additional sets of the I'M SPECIAL Modules in order to assist those agencies to achieve the implementation plans developed at an I'M SPECIAL Network Seminar.

I'M SPECIAL NETWORK LOGO FOR PULL-OVER SHIRT

We have had many requests from seminar participants who wanted to purchase the type of knit pull-over shirt with the I'M SPECIAL Network logo which the Project Staff wore at the Northeast and Southeast Regional Leadership Training Seminars. We would have liked to have given each seminar participant an I'M SPECIAL Network shirt but funds for this purpose were not included in the project budget. However, we are now able to provide the enclosed heat transfers of the project logo which can be applied to the shirt of your choice.

Read the directions to apply and care for your heat transfer I'M SPECIAL Network logo. We hope you will have many occasions to wear your I'M SPECIAL Network shirt as you provide preservice and/or inservice education presentations in which you use the I'M SPECIAL Instructional Modules with teachers or students.

Directions for Applying and Caring for Iron-On (Heat) Transfers

1. Place your shirt on a flat surface or ironing board. Smooth and remove all wrinkles from the shirt. Lay your I'M SPECIAL Network heat transfer in the desired position on the garment with the printed surface down.

2. Some synthetic fabrics will deteriorate at a high temperature. Before applying the logo, check the garment label for the manufacturer's ironing instructions for that type of fabric.

3. Set your home iron to 375 degrees, linen setting. Press firmly in a circular motion and iron for 30-45 seconds over all areas of the paper covering the heat transfer logo.

4. Do <u>not</u> remove the paper until it has cooled. After cooling, carefully peel the paper away. Should your I'M SPECIAL Network logo fail to transfer completely, repeat step No. 3.

5. Iron on transfers are color-fast, so your shirt is washable at a cool or cold setting. After washing, iron only the reverse side of the shirt over the logo. Do <u>not</u> iron directly on the transfer surface.

FUTURE ISSUES OF THE NETWORK NEWS

The Project Staff has tentatively set mid-January, 1985 as the date of the next issue of the Network News. The feature article will concern additional effective uses of each of the modules of the I'M SPECIAL Instructional Modules and uses of the series as a television course. Other entries will be reports of the South Central Seminar and accomplishments of I'M SPECIAL Network Leaders and the Project Staff in providing inservice and preservice education using the I'M SPECIAL Instructional Modules.

You are invited to submit items of interest to the I'M SPECIAL Network Leaders to be published in the Network News. Please send your copy to the I'M SPECIAL Network, University of South Florida, Department of Physical Education, Tampa, Florida, 33620. We welcome your participation and look forward to receiving your comments, questions, and reports.

IMPORTANT DATES

1. November 1 (or before) --- Utilization Reports should be sent to your state department of education, I'M SPECIAL Network Contact Person.

2. November 19, 20, and 21 --- South Central Region Leadership Training Seminar to be held in New Orleans, Louisiana.

3. March 4, 5, and 6 --- North Central Region Leadership Training Seminar to be held in Chicago, Illinois.

NETWORK NEWS

Issue 2 February 28,1985

The newsletter of the I´M SPECIAL Network was compiled and edited by Stephen E. Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620

REGIONAL LEADERSHIP TRAINING SEMINAR INFORMATION

The South Central Leadership Training Seminar was held in New Orleans, Louisiana on November 19 - 21, 1984 and was attended by 59 participants. The eight states that particapated were Arksanas, Georgia, Kansas, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas. The participants included 11 representatives of departments of education, 13 university professors, 35 local educational agency representatives, and 1 Special Olympics State Training Director.

After completing three regional leadership training seminars, a total of 150 I´M SPECIAL Leaders have been trained. Table 1 presents an analysis of the I´M SPECIAL Network participants by regional seminar, state, and role.

The North Central Regional Leadership Training Seminar is scheduled for March 4-6, 1985 at the Hyatt Regency O´Hare International Airport, Chicago, Illinois. The invited state departments of education are Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, and Pennsylvania. It is anticipated that 45 - 50 participants from thirteen states will attend this seminar.

The final seminar to be conducted will be the Western Regional Leadership Training Seminar to be held in Salt Lake City, Utah on November 18 - 20, 1985. Previously, it was planned to conduct two west region seminars, one in the Northwest and another in the Southwest. However, due to travel costs for the project staff and the need for time to follow-up the implementation of the I´M SPECIAL Instructional Modules in preservice and inservice education programs it was decided to host a combined western region seminar. The departments of education which will be invited to participate are Alaska, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. This seminar will be held at the Salt Lake City Sheraton Hotel.

I´M SPECIAL TEST QUESTIONS

The Leader´s Guide, the notebook issued at the Regional Leadership Training Seminar, contains test questions to be used with each of the I´M SPECIAL Instructional Modules. These multiple choice and matching test questions are examples of questions to be used to evaluate learner knowledge of the contents of the modules. The project staff recommends that these questions be carefully reviewed, modified to improve the question, or changed according to the nature of the educational presentation in which the content was included. Specifically, the position of the correct answer may need to be changed to avoid too frequent repetition of an answer choice or to alter the pattern of the correct answers. The correct answers are presented on pages 3 and 4.

TABLE 1: Analysis of I'M SPECIAL Network Participant Roles

Northeast Seminar	State DOE				Local Ed. Agency					
State	PE	Spec. Ed.	Other	Univ.	PE	Spec. Ed.	Other	Special Olympics	Other	Total
CT	1			1	9			1		12
DE	1			1		1	1			3
ME		1		1	4			1		12
MD	1	1			4					6
MA				2	1					3
NJ				2	1					3
NY	1	1		6	1					9
RI			1	1		1				3
VT			1							1
N.E. Total	4	3	2	13	20	2	1	2	0	47
Southeast Seminar										
AL	1			3	2	1				7
Dept. of Def.									1***	1
DC		1								1
FL		1		1*	3	1	1			7
IL				1						1
NC	1	2	1	1	3	1				9
PR	1			13					2**	16
U.S.T.A.									1***	1
VI	1									1
WV		1								1
S.E. Total	4	5	1	19	8	3	1	0	4	44
South Central Seminar										
AR	1									1
GA	1	1	1	1	5	1				10
KS				1				1		2
LA	1	1		5	12					19
MS				2						2
OK	1	1		1	2					5
TN		1		2						3
TX		1		1	10	1	2			17
S.C. Total	4	5	1	13	29	4	2	1	0	59
GRAND TOTAL	12	13	4	45	57	9	4	3	4	150

*Bill Price of the Project Staff served as a member of the Florida Department of Education team but was not counted as a seminar participant.

**one student and one recreation department representative

***Educational program directors

Some participants of previously conducted seminars have requested the correct answer for each of the sample test questions. The following list gives the correct answer for each test item and includes instructions to delete some test questions.

Module 1: Handicapped or Handicappable

1. delete, see question 3
2. D
3. C
4. C
5. C
6. B

Module 2: Score One for Physical Education

1. D
2. B
3. C
4. C
5. D
6. D
7. C
8. C
9. delete
10. D
11. D
12. D

Module 3: On The Edge Of Light

1. E
2. D
3. B
4. D
5. D
6. B

Module 4: Humans In Motion

1. A
2. A
3. delete, see Module 5, question 3
4. D
5. A
6. B

Module 5: The Appropriate Challenge

1. B
2. D
3. B
4. B
5. A
6. A
7. B
8. C
9. delete
10. D

Module 6: Principles and Practices

1. C
2. E
3. B
4. D
5. A
6. D
7. C
8. A
9. B
10. E
11. C
12. D
13. A
14. E
15. B

Module 7: A Lifetime of Discovery

1. B
2. C
3. B
4. B
5. C
6. B
7. B

Module 8: Places to Play

1. A
2. B
3. C
4. A
5. D
6. B
7. B
8. B

Module 9: A Sense of Space

1. C
2. A
3. B
4. C
5. B
6. B
7. C
8. A
9. D

Module 10: A Question of Balance

1. C
2. D
3. B
4. A
5. D
6. A
7. B
8. B
9. D
10. B

Module 11: On the Move

1. D
2. C
3. C
4. B
5. B
6. A
7. C

Module 12: Reaching Out

1. B
2. B
3. B
4. C
5. D
6. C
7. A
8. D
9. A
10. delete

Module 13: Name of the Game

1. B
2. C
3. D
4. B
5. A

Module 14: Fit to Function

1. D
2. B
3. B
4. D
5. A
6. B
7. C

If you have developed test questions or other evaluation procedures for the I'M SPECIAL Instructional Modules we will include them in a future issue of this newsletter, with credit given to the sender. Please send test questions, of any type, to the I'M SPECIAL Network Project Office.

I'M SPECIAL FOLLOW-UP CONSULTATION AND UTILIZATION INFORMATION

As of February 1, 1985 the I'M SPECIAL Network Project staff has received 78 requests for follow-up consultation services from state departments of education. Most of these requests for assistance concerned the I'M SPECIAL Instructional Modules reproduction agreement procedure and duplication of sets of modules from master videotapes which are shipped from the USF Film Library. The project staff is ready and willing to provide assistance in terms of answering questions about the effective use of the I'M SPECIAL Instructional Modules; explaining ways to publicize the availability of the series for use in preservice and/or inservice education programs, within a state or school district; or receiving completed reproduction agreements or utilization forms.

Utilization reports from state department of education contact persons for the I'M SPECIAL Network have been slowly and steadily coming into the project office. The first utilization report from the state contact person was due December 1, 1984 and the next report is due July 1, 1985. State reports of the utilization of the I'M SPECIAL Instructional Modules and plans for 1985 are summarized below and presented by leadership training regions.

Northeast

I'M SPECIAL Network Leaders in New York have shown the I'M SPECIAL Instructional Modules as part of preservice education programs to 965 physical education, special education, and elementary education teachers and dance therapists. These education presentations were conducted by five different I'M SPECIAL Network leaders. A total of 441 physical education, elementary education, and special education teachers and administrators viewed 32 different I'M SPECIAL videotapes as part of inservice education programs. In addition, two I'M SPECIAL Instructional Modules were shown at the New York State Physical Education Convention in November, 1984. Future activities include a cable/television broadcast of I'M SPECIAL and a session on I'M SPECIAL as part of a physical education conference to be hosted by New York University during the Spring of 1985.

The Maine I'M SPECIAL Network Leaders presented three sessions at the Maine Association for Health, Physical Education, Recreation, and Dance Annual Conference with over 75 participants. The state team will meet again to develop a plan for a series of inservice training workshops throughout the State of Maine.

The report from Rhode Island described a 7 station cable television program called Able Too, which was aired throughout the New England area, which included an I'M SPECIAL videotape and an Adapted Aquatics videotape by Dr. Lorraine Bloomquist. Several I'M SPECIAL videotapes have also been shown to different groups including the staff of the Meeting Street School and the Rhode Island Easter Seal Society. This utilization report for the Rhode Island I'M SPECIAL Network Leaders showed that 130 physical and special educators viewed eight I'M SPECIAL videotapes as part of inservice education programs and 493 physical and special education majors viewed nine different videotapes.

Southeast

North Carolina reports three inservice uses of the I'M SPECIAL Instructional Modules. A total of 87 physical education and special education teachers viewed six videotapes from the I'M SPECIAL Series. Michael Churton also showed several I'M SPECIAL videotapes as part of a presentation at the North Carolina Council for Exceptional Children Conference.

In several Alabama universities (Jacksonville State, University of South Alabama, University of Alabama in Birmingham and Troy State University) the I'M SPECIAL Instructional Modules have been used in preservice physical education and special education courses.

Romel Wallace, Acting Coordinator of Health, Physical, and Driver Education submitted a report for the Virgin Islands. He has circulated information about the series to all physical education teachers and is recruiting individuals to become a member of the State I'M SPECIAL Network Team. He has also shown six of the tapes to five members of the Virgin Islands Department of Education Staff.

The District of Columbia has conducted a one and a half day inservice program for 10 physical education teachers and two other educational personnel and plans were recommended for developing activities to be implemented by personnel through city-wide and regional programs. Contact was also made with the Physical Education Department Chairperson, University of the District of Columbia for the purpose of sharing the I'M SPECIAL Instructional Modules with their physical and special education students.

South Central

Oklahoma has filed a utilization report and Harvey Tedford and his I'M SPECIAL Network Leaders have been very busy. The Modules have been shown to both regular education and special education directors in the Department of Education and to a statewide screening committee for educational television. A trainers workshop was held at Central State University for university and public school personnel. A total of 20 people were invited to this five hour training session.

Dr. Barry Lavay and Randi Williams from Kansas have shown several I'M SPECIAL Instructional Modules to two State Department of Education administrators. Barry and Randi also prepared and submitted a final state plan to the Kansas State Department of Education detailing steps needed to implement the I'M SPECIAL Network and conduct inservice and preservice activities using the I'M SPECIAL Instructional Modules. The response to the videotapes and the state plan were very positive and it was agreed that the state plan should be implemented.

We are very encouraged by the reports that we have received and are anticipating receiving reports from states submitting their first or second report during 1985. We do not want the reporting process to be a chore for either the individual I'M SPECIAL Network Leader or the state contact person. However, the information we receive is interesting and useful not only for reporting the effects of the I'M SPECIAL Network Project on preservice and inservice programs but to share the accomplishments and plans of states with all of the I'M SPECIAL Network Leaders.

You should send utilization report forms, for each use of an I'M SPECIAL Instructional Module in inservice or preservice presentations to your state contact person by May 1, 1985. The state contact person will be responsible for sending us a compulation of the utilization of the I'M SPECIAL Instructional materials by the Network Leaders by July 1, 1985.

I'M SPECIAL INSTRUCTIONAL MODULE SURVEY RESULTS

A survey designed to collect information from I'M SPECIAL Network Leaders concerning possible content for additional I'M SPECIAL Instructional Modules and features which should be included in a videotape to make it effective was recently sent to all I'M SPECIAL Leaders and Advisory Board Members. Survey forms were sent to a total of 174 individuals and 55 responses were received, a 30 percent return.

The results of both the open-ended question (What additional content would you like to see included in the I'M SPECIAL Instructional Modules series?) and the choice type question (How would you rate the following topics as possible content areas for additional I'M SPECIAL Instructional Modules?) were similar. The most frequently mentioned additional content area was assessment (rated hight by 40 leaders and mentioned by 14 leaders), followed by programming for the severely handicapped (rated high by 37 respondents and mentioned by 7 respondents), and the next most frequently listed content areas were programming for the non-ambulatory (received 33 high ratings) and mainstreaming the handicapped (mentioned by 7 seminar participants).

The features of the present 15 I'M SPECIAL Instructional Modules which received the greatest number of high ratings for effectiveness (number indicated following the description of the feature used in the modules) by the respondents were as folows:

1. presentation of a variety of physical activities to contribute toward reaching a specified objective - 37
2. a) use of physical education teachers explaining features of their program - 35
   b) inclusion of realistic teaching equipment and facilities - 35
   c) discussion of background information explaining the "why" of a particular practice - 35
3. the non-categorical approach, programming for a variety of impaired students - 34
4. showing facilities and equipment that are exemplary - 33

This information will be used as part of a grant proposal to the U.S. Department of Education, Office of Special Education and Rehabilitative Services to continue the I'M SPECIAL Network, produce four or five additional I'M SPECIAL Instructional Modules, and develop a computer interactive laser videodisc instructional system. The additional I'M SPECIAL Instructional Modules would up-date and extend the content of the series and the computer interactive laser videodisc instructional system (CILVIS) would use the I'M SPECIAL Instructional Modules as the content base. The CILVIS is best suited to preservice education programs and will allow students to pursue pre-set or user directed learning sequences. Videodisc equipment is becoming economical and within a three year period further equipment advances and price reductions will occur. More information about this proposed project can be secured by contacting the I'M SPECIAL Network Project Staff.

FUTURE ISSUES OF THE NETWORK NEWS

The next issue, scheduled for May, 1985 will include information about the North Central and West Regional Leadership Training Seminars and further information about the utilization of the I'M SPECIAL Instructional Modules by the I'M SPECIAL Network Leaders. Of course, this means that you must send in completed utilization report forms and comments to your state department of education contact person. As a subtle suggestion, the last page of this Newsletter presents a utilization report form which you can complete to report use of the I'M SPECIAL Instructional Modules. We would also like to hear from each of you in order to know how we can help you and share your success stories.

Future issues of the Network News may include:

a) additional or revised test questions
b) suggested reading lists for each I'M SPECIAL Instructional Module
c) report of the number of sets of the I'M SPECIAL Instructional Modules being used in educational programs.

We want to keep you informed about the I'M SPECIAL Network and need your help to achieve that goal. Please send appropriate user comments, ideas for using the I'M SPECIAL Instructional Modules, or achievements in your state concerning physical education for handicapped children to us. We want to help you share the good news.

IMPORTANT DATES

March 4-6, 1985---North Central I'M SPECIAL Network Regional Leadership Training Seminar, Hyatt Regency O'Hare International Airport, Chicgo, Illinois.

May 1, 1985---Utilization Reports should be sent to your state department of education, to your state I'M SPECIAL Network contact person.

July 1, 1985---State Utilization Reports to be sent to the I'M SPECIAL Network Project Officer, by the state contact person.

November 18-20, 1985---Western Regional I'M SPECIAL Network Leadership Training Seminar, Salt Lake City Sheraton, Salt Lake City, Utah.

I'M SPECIAL Network

I'M SPECIAL Instructional Modules Utilization Report Form
Department of Education

This form is to be completed by the I'M SPECIAL Network Leader after each showing of each I'M SPECIAL videotape. Retain a copy for your records and mail the original completed form to the designated person in the State Department of Education. Complete a separate form for each videotape shown.

A. Title of videotape - check one:

P. This is I'M SPECIAL____
1. Handicapped or Handicapable____
2. Score one for P.E.____
3. On the Edge of Light____
4. Humans in Motion____
5. Appropriate Challenge____
6. Principles and Practices____
7. A lifetime of Discovery____
8. Places to Play____
9. A Sense of Space____
10. A Question of Balance____
11. On the move____
12. Reaching out____
13. Name of the Game____
14. Fit to Function____

B. Name of Leader:_____

C. Purpose for use: (check as appropriate) inservice____ preservice____

D. Number of showings_____

E. Number of viewers_____ physical education____ special education_____
elementary education____ other_____

F. Comments:_____

NETWORK NEWS

Issue 3

May 1, 1985

The Newsletter of the I'M SPECIAL Network was compiled and edited by Stephen Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620.

FROM THE CHICAGO TRIBUNE, TUESDAY, MARCH 5, 1985

"The old one-two....

The Chicago area braced for a new onslaught of ice and wind early Tuesday after one of the worst ice storms in recent years. The weather service said winds could gust to as much as 50 miles per hour Tuesday as the temperature plunges into the low or mid-20's."

At the Hyatt Regency O'Hare, 27 educators were warm and cozy viewing videotapes and discussing uses of the I'M SPECIAL Instructional Modules in inservice and preservice education programs as part of the I'M SPECIAL Network North Central Leadership Training Seminar. While it is true that the weather was cold and blustery, the setting was plush and hospitable, and the participants were friendly and attentive.

The weather prevented the I'M SPECIAL Network Teams from North Dakota, South Dakota and Nebraska from attending the North Central Seminar. Most of the members of the Minnesota team came by four-wheel drive car and the two participants of the Kentucky team wondered why they did not get to go to the warmer New Orleans, South Central, or Tampa, Southeast I'M SPECIAL Regional Network Seminars.

The following Table shows the states that participated in the North Central I'M SPECIAL Regional Leadership Training Seminar and an analysis of the employment role of the participants. In Total, 27 participants from 8 states completed the 2 and one-half day regional leadership training seminar in the effective use of the I'M SPECIAL Instructional Modules in preservice and inservice education programs for handicapped children.

Table 1: N.C. Seminar Participants

N.C. Seminar / State	State DOE			Univ.	Local Ed. Agency			Special Olympics	OTHER	TOTAL
	PE	Spec. Ed.	Other		PE	Spec Ed	Other			
IL		1		2	1					4
IN		1								1
IA					6					6
KY	1	1								2
MI				1						1
MN	1	1		3	4					9
OH				1						1
WI	1			1	1					3
N.C. Total	3	4	0	8	12	0	0	0	0	27

After four (4) I'M SPECIAL Network Regional Leadership Training Seminars have been conducted, a total of 177 leaders have participated in this project. A total of 35 departments of education I'M SPECIAL Network teams are now functioning and the Department of Defense-Dependents Schools, U.S. Tennis Association, Project P.E.O.P.L.E., and the Special Olympics have sent representatives to participate in an I'M SPECIAL Network Regional Seminar. The participation in the four seminars, by percentages, has been as follows:

	State Department of Education	University	Local Educational Agency	Special Olympics and other Program Representatives	Total
Physical Education	09%	30%	39%	00	78%
Special Education	10%	00%	05%	00	15%
Other	01%	00%	02%	04%	07%
Total	20%	30%	46%	04%	100%

EFFECTIVENESS OF THE SEMINARS

The purpose of the I'M SPECIAL Network Leadership Training Seminars is to assist educators to effectively use the I'M SPECIAL Instructional Modules in preservice and inservice education in physical education for handicapped elementary school students. This purpose is achieved through seminar training experiences which are keyed to the project objectives. To determine the effectiveness of the seminar in achieving these objectives, summative evaluation test questions were developed by the project staff. The summative evaluation was conducted at the end of each day of the South Central and North Central Regional Seminars with a total of eighty-two participants completing these knowledge test questions.

The results of the summative evaluation are reported in Table 2. The figures given for each of the project objectives indicates the percent of participants who correctly answered each evaluation question.

Table 2

Summative Evaluation Results for the I'M SPECIAL Network

Participant Objectives....

1. Describe the purpose of the I'M SPECIAL Network - 92%*
2. Identify the purpose of the I'M SPECIAL Instructional Modules - 82%
3. State the general content of each of the I'M SPECIAL Instructional Modules - 47%
4. Describe the preservice and inservice applications of the I'M SPECIAL Instructional Modules - 84%

*Percentages shown represent the number of participants who correctly answered the knowledge test question related to this objective.

5. Describe the role and responsibilities of an I'M SPECIAL Network Leader - 88%

6. Describe how to conduct an educational experience using the I'M SPECIAL Instructional Modules - 82%

7. State the procedure for using the I'M SPECIAL Instructional Modules Utilization Report Form - 95%

8. Identify the procedure for contacting the I'M SPECIAL Network Information Center to receive follow-up consultation and materials -83%

State Department of Education Objectives--

Incorporate into an existing state plan or develop a state plan of action for using the I'M SPECIAL Instructional Modules in either: a) university preservice courses, b) state and/or local educational agency inservice education programs, and/or c) community awareness television programming -86%

In general, the summative evaluation results were excellent, with eight of the nine areas evaluated having 80 or more percent of the participants correctly answering the evaluation question related to the project objectives. The objective which fell below this level was objective 3, which concerned the identification of the contents of the I'M SPECIAL Modules. As a result of this information, the project staff plans to incorporate additional learning experience and give greater emphasis to this content during the Western Regional Leadership Training Seminar.

SHOW AN I'M SPECIAL VIDEOTAPE AND....

One of the summative evaluation questions which the participants of both the South Central and North Central Regional Seminars were asked was: "List six general types of activities that could be included as part of a learning experience which uses one or more of the I'M SPECIAL Instructional Modules." One of the more creative North Central participants provided the following answer - "I could show an I'M SPECIAL Instructional Module videotape and serve snacks." All things considered, that might be a good activity to include as part of an inservice education session.

What other creative and effective uses of the I'M SPECIAL Instructional Module videotapes have you found. We want to know how you are using the modules in preservice, inservice, or parent education presentations. You can report your use of the I'M SPECIAL Instructional Modules either through the Utilization Report process or by sending us a letter. Either way, we want to hear from you and share your ideas through the Network News.

POINTS TO REMEMBER: WHEN YOU MEET A PERSON WITH A DISABILITY

A one page information sheet, "Points to Remember: When You Meet A Person With A Disability," presents seventeen tips for talking to and helping persons with disabilities and should be available from your local Easter Seal Society for Crippled Children and Adults. A copy of this information sheet, from the Hillsborough County Easter Seal Society for Crippled Children and Adults is attached as the last page of this issue of the Network News. This information could be used with the I'M SPECIAL Instructional Module, "Handicapped or Handicapable."

FLORIDA DISTRICT CIVITAN CLUBS RECEIVED THE SOUTHERN DISTRICT AAHPERD SERVICE AWARD

At the 1985 AAHPERD 100th Anniversary Convention held in Atlanta, Manny Rodriguez, Executive Director of Florida District Civitan Clubs, was presented the Southern District Service Award. The award was presented with the following citation.

> "The Florida District Civitan Clubs' goals include a special emphasis on supporting research, education and other services for handicapped children. Civitan Club membership consists of men and women who promote citizenship, fellowship, and service to their community.
>
> In conjunction with their strong support of Special Olympics at all levels since the early '70's, the Florida District Civitan clubs have been active in assisting the "I'M SPECIAL" Project by means of a Leadership Training Program. This project has improved programs of physical education for handicapped children through teacher inservice education. The program includes a series of videotape instructional modules, workshops for leadership training, and follow up consultation with school systems.
>
> In recognition of their services and their example to other groups, it is with great pleasure that we present the Florida District Civitan Clubs with a 1985 Service Award."

Mr. Rodriguez accepted this award not only on behalf of Florida District Civitan Clubs but for Civitan International Foundation. Remember, your area Civitan Club, or other service clubs, are a potential source of assistance for special projects and manpower for activities benefiting handicapped persons in your city or state. We certainly have appreciated the sincere and generous support of Civitan in behalf of our projects for teachers of handicapped children.

CHANGE OF ADDRESS?

If you change your address permanently or for the summer, let us know and we will send your issues of the Network News to that address. If you have a summer address, let us know when you will be receiving mail at that address and when you will return to your permanent address. We are also interested if your name and address appears correctly on your mailing label or if there have been any changes in your title (Mrs. or Dr., etc.). If you have a correction or change for our participant record file, please sent it to us.

IMPORTANT DATES

May, 1985---Your completed Utilization Reports are due to your state department of education I'M SPECIAL Network Contact Person. Send one report form for each preservice course, inservice education presentation, or parent meeting in which you used one or more I'M SPECIAL Instructional Modules.

July 1, 1985---State Utilization Reports are to be sent to the I"M SPECIAL Network Office by the department of education contact person.

November 18-20, 1985---West Regional I'M SPECIAL Network Leadership Training Seminar, Salt Lake City Sheraton, Salt Lake City, Utah.

NETWORK NEWS

Issue 4

October 29, 1985

The Newsletter of the I'M SPECIAL Network was compiled and edited by Stephen Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620. (813) 974-3443

I'M SPECIAL Utilization Report

Issue 2 of the Network News, published February 28, 1985, reported that as of the end of January, 1985 the I'M SPECIAL Instructional Modules had been viewed by 1,458 preservice and 763 inservice physical, special and elementary school teachers, and administrators. These viewers were provided with information about teaching physical education for handicapped children by I'M SPECIAL Network leaders trained in March, April, and November, 1984 as a result of three regional leadership training seminars.

The second call for completed Utilization Report Forms to state department of education I'M SPECIAL Network Contact Persons was for July, 1985. State utilization reports were received by the Project Staff throughout the summer and were compiled by the Project staff in August and September. The reports revealed that there were an additional 5,172 preservice, 4,121 inservice, and 2,361 undifferentiated viewings of the I'M SPECIAL Instructional Modules as part of teacher education courses, inservice education presentations, professional conference sessions, or administrative reviews. The grand total of viewings of the I'M SPECIAL Instructional Modules, as a result of this Project, to date is 13,875 (6,630 preservice, 4,884 inservice, and 2,361 undifferentiated). Some I'M SPECIAL Network Leaders to date, haven't sent in reports of their preservice and inservice uses of the series, therefore, the total given is only a partial indicator of the use of the I'M SPECIAL Instructional Modules in educational programs of physical education for handicapped children.

The eight most frequently shown I'M SPECIAL Instructional Modules during this utilization report period, in rank order, were as follows:

Rank	Title
1.	Handicapped or Handicapable
2.	Places to Play
3.	Appropriate Challenge
4.	Principles and Practices
5.	A Lifetime of Discovery
6.	Name of the Game
7.	Reaching Out
8.	Humans in Motion

In a capsule form, highlights from state utilization reports from the state department of education I'M SPECIAL Network contact persons are presented below.

ALABAMA - A total of 101 preservice viewers have seen I'M SPECIAL Instructional Modules and the total number of viewings of the I'M SPECIAL Instructional Modules was 611. The I'M SPECIAL Series has been implemented in preservice courses by Donna Hester at the University of Alabama-Birmingham and Glenn Roswal at Jacksonville State University.

DELAWARE - Frank Jelich arranged and conducted a two-day inservice education, one credit, course entitled I'M SPECIAL, which was advertised in a statewide bulletin.

DISTRICT OF COLUMBIA - Richard Jones conducted a workshop on the use of the I'M SPECIAL Instructional Modules for district personnel at the Prospect Learning Center.

GEORGIA - Reported 73 different showings of I'M SPECIAL Videotapes with 297 viewers. Candy Norton, Mary Czentnar, M. R. Bryar, Jewel Wade, and Ann Salisbury have conducted one or more workshops using an I'M SPECIAL Instructional Module. Ernie Bundschuh is using the Series at the University of Georgia.

IOWA - Plans for the fall include a two-day "P.E. Programs for the Handicapped Students in Iowa Project," sponsored by the Department of Education and Drake University and an awareness session at the Iowa AHPERD Conference, using the I'M SPECIAL Instructional Modules.

LOUISIANA - Four universities are using the I'M SPECIAL Series (Louisiana Tech, University of Southwestern Louisiana, Louisiana State University - Baton Rouge, and Southern University). Janice Fruge' reported 118 preservice and 288 inservice viewers, as a result of 11 inservice workshops conducted during the spring and summer. This extends to a total of 2,361 viewings of the I'M SPECIAL Videotapes. Camille Martin, Jeannette Primm, Fred Parker, Jeff Yando, Geoffrey Broadhead, Gail Clark, Ellen Gillentine, Sandra Bowen, Mike Stassi, Melinda Solmon, Joy Miquez, and Jo Cowden made presentations using the I'M SPECIAL Videotapes.

MARYLAND - Four school districts and Frostburg State College are serving as distribution centers for the I'M SPECIAL Series. The State Department of Education compiled a detailed listing of the I'M SPECIAL Instructional Modules and the suggested use of each Module for adapted physical education course competencies.

NEW YORK - A total of 1,342 preservice viewings, as part of university courses (taught by Leigh Kieffert, Diane DeBacy, Pat Krebs, Joe Winnick, and Diane Craft), and 596 viewings by inservice teachers attending workshops were reported. In addition,

Pat Krebs, of Adelphi University, has made arrangements for cablevision telecast of the series over a Long Island station for the New York City area.

NORTH CAROLINA - Jim Rich reported that from September, 1984 to July 1, 1985, a total of 69 adapted physical education workshops were conducted and that the I'M SPECIAL Instructional Modules were used as part of 31 of these inservice education meetings. In addition, the I'M SPECIAL Series was used as part of consultation with 7 North Carolina school systems.

MICHIGAN - Billye Cheatum invited Lou Bowers to be a speaker at the Adapted Physical Education Summer Institute of the University of Western Michigan, for a one-day seminar featuring the I'M SPECIAL Instructional Modules, on August 16, 1985. In addition, Dr. Bowers will conduct a one-day I'M SPECIAL Workshop as part of the Michigan AHPERD Convention at Battle Creek on November 7, 1985.

MINNESOTA - George Hanson reported the use of the I'M SPECIAL Instructional Modules at a principals' conference, in eight inservice presentations, and as part of nine preservice education courses. A total of 61 preservice viewings and 411 inservice viewings of I'M SPECIAL Videotapes were reported. In addition, a cable television series of three half-hour programs, each featuring an I'M SPECIAL Videotape and a guest speaker, has been prepared by Jack Willhite. Roger Thomas, Jeanne Saari Ewen, and Stephen Grineski made presentations using the I'M SPECIAL Series.

OKLAHOMA - The I'M SPECIAL Instructional Modules received a highly favorable rating by the Oklahoma Instructional Television Advisory Committee, which resulted in plans for the Series to be aired beginning January, 1986. In addition, Harvey Tedford also reported that 80 teachers and administrators viewed I'M SPECIAL Videotapes in 5 presentations, for a total of 382 viewings, with Linda Haines conducting two of these workshops.

PUERTO RICO - In August, Dr. Bowers enjoyed seeing many I'M SPECIAL Network Leaders in Puerto Rico during the Joint Caribbean Conference on Disability and Rehabilitation. Dr. Bowers made a general session presentation entitled "Sport and Leisure for the Disabled: An International Perspective" and a choice session presentation on the I'M SPECIAL Network Project. Mariano Santini gave a general session address on the status of adapted physical education in the Caribbean in which he reported Puerto Rico's participation in the I'M SPECIAL Network. Later in the program, Mariano Santini and Vanessa Bird made a choice session presentation utilizing several I'M SPECIAL Videotapes.

RHODE ISLAND - A report by Diane Devine listed 550 preservice and 48 inservice viewings. Lorraine Bloomquist of the University of Rhode Island arranged for telecast of the I'M SPECIAL Videotapes via cable television.

TEXAS - Claudia Knowles reported 12 inservice and preservice presentations utilizing the I'M SPECIAL Instructional Modules, with 299 inservice and 150 preservice viewers. The number of I'M SPECIAL Videotape viewings was 1,350 preservice and 1,955 inservice during this report period. Virginia Ellison, Joe Blot, Fred Shafer, Camilla Reid, and Claudia Knowles presented one or more I'M SPECIAL Instructional Modules as part of training sessions in physical education for the handicapped.

VIRGIN ISLANDS - Rommel Walace showed the I'M SPECIAL Instructional Modules to 6 school administrators at the Department of Education Curriculum Center.

WISCONSIN - Gordon Jensen, reported that three different orientation sessions concerning the Series have been conducted or are planned for the fall. Lane Goodwin used the I'M SPECIAL Instructional Modules in his adapted physical education professional preparation program.

Proposal to Civitan International Foundation to Continue the I'M SPECIAL Network

In June, 1985, the funding of the I'M SPECIAL Network by the U. S. Department of Education, Office of Special Education and Rehabilitative Services will reach the end of the third year of the funding period. In order to continue the I'M SPECIAL Network, funding from sources other than a governmental agency is being sought. In order to support the I'M SPECIAL Network, Drs. Bowers and Klesius have submitted a proposal to the Civitan International Foundation to continue and expand the purposes of the I'M SPECIAL Network. In addition to continuing the consultation-information services regarding the effective use of the I'M SPECIAL Instructional Modules in preservice and inservice education programs for physical education for handicapped students, new services will be provided to both the I'M SPECIAL Network Leaders and Civitan Club officers and members. The additional services are proposed as follows:

1) To act as a liaison between Civitan District and Club Officers, I'M SPECIAL Network state contact persons, and the Project Staff.

2) To produce written educational materials which can be used by Civitan Clubs to promote public awareness and stimulate club projects concerning physical education and sports for the handicapped.

3) To host an international conference concerning physical education and sports for the handicapped.

If the proposal is accepted by the Civitan International Foundation, funding for the project will begin on June 1, 1986 and continue until May 31, 1987. Bill Price will serve as the Project Coordinator and Drs. Bowers and Klesius will be the Project Directors.

Data from your utilization reports were used in the body of the proposal and appendices. We believe that your reports of the use of the I'M SPECIAL

Instructional Modules are evidence of the need for and viability of the I'M SPECIAL Network. We sincerely appreciated receiving utilization reports and have found them to serve a number of valuable purposes.

West Region I'M SPECIAL Network Leadership Training Seminar

The last of five planned three day I'M SPECIAL Network Leadership Training Seminars will be conducted in Salt Lake City, Utah on November 18-20, 1985. The participants will be state department of education teams from nine western states, Alaska, Hawaii, and the Bureau of Indian Affairs. This Seminar will be conducted following the format and schedule of the previous four regional workshops, which will allow individuals from state departments of education, local educational agencies, and universities in states which have already participated, to send additional representatives from their state to receive training and become a member of the I'M SPECIAL Network. If you know of someone who has expressed interest in receiving this training, have them contact either their I'M SPECIAL Network state contact person or Bill Price at the Project address or telephone him at 813-974-3443.

Department of Defense Dependents Schools Workshop for Physical Education for the Handicapped

As a result of Frank Gallivan's attendance at the Southeast Region I'M SPECIAL Leadership Training Seminar, Drs. Bowers and Klesius submitted a proposal to the U. S. Department of Agriculture, Graduate School during the Spring of 1985, to conduct a five-day workshop for Department of Defense Dependents Schools (DoDDS) teachers. The contract was awarded to U.S.F. and thirty-five teachers from the five worldwide DoDDS Regions were selected to attend the Workshop at the Holiday Inn Northeast, Tampa, Florida, August 5-9, 1985.

The agenda for the Workshop included lecture, discussion, and active participation sessions with the I'M SPECIAL Instructional Modules being used as part of each of these different types of Workshop presentations. The Workshop Directors, Drs. Bowers and Klesius, and the Workshop Coordinator, Bill Price, believe that the I'M SPECIAL Instructional Modules were an effective tool when used as a supplement with other learning experiences designed to help the participants master knowledge and instruction skills.

In addition to sessions addressing DoDDS regulations for the education of handicapped children, motor development, physical education activity areas, and teacher methodology the participants received training experiences to help them lead inservice education activities for teachers in their DoDDS region, using the I'M SPECIAL Instructional Modules. A list of the names and addresses of the DoDDS Workshop participants who are now members of the I'M SPECIAL Network, is enclosed with this newsletter.

Let's Hear From You

We would like to hear from you. We have appreciated receiving the completed utilization reports and learning how you have used the I'M SPECIAL Instructional Modules in preservice and inservice education presentations. We want to know more about what you do before and/or after showing a particular I'M SPECIAL Videotape. We would like to share, giving you credit, the bibliographies, practice tasks, or discussion questions which you have found to be effective instructional activities in combination with an I'M SPECIAL Instructional Module. Let's hear from you.

We heard that Claudia Knowles of the Texas Educational Agency, has a new address--1701 N. Congress, Austin, Texas, 78701. If you have recently changed your address, let us know.

A New Utilization Report Form

The next page of the newsletter presents the new and improved I'M SPECIAL Network Utilization Report Form. We think our "new formula" will pass your taste test and you won't have us bring back the old, classic Utilization Report Form. Seriously, the revised Utilization Report Form has new usage categories and reporting columns for viewer counts which will allow more precise interpretation.

The next due date for completed Utilization Report Forms to be sent to your state I'M SPECIAL Contact Person is January 15, 1986. The reports from the state Contact Persons are due to the I'M SPECIAL Network Project Staff by February 16, 1986.

One of the recently received Utilization Report Forms, for a preservice use, reported the following information for the entry, number of viewings, "One showing was all they needed." We are glad to hear that you didn't have to show the same videotape to the same students several times to achieve your desired instructional objective. Keep up the good work!

I'M SPECIAL Network
Utilization Report Form for the I'M SPECIAL Instructional Modules

This form is to be completed by the I'M SPECIAL Network Leader after each presentation using the I'M SPECIAL Instructional Module Videotapes. Retain a copy for your records and mail the original, completed form to the designated person in your State Department of Education. Complete a separate form for each presentation.

1. Name of Leader:_____ Date of Utilization_____

2. Purpose of use: (check as appropriate)
   inservice_____
   preservice_____
   conference presentation_____
   public awareness/relations_____

3. The videotape(s) was used during a:
   1 hour presentation_____
   2 hour presentation_____
   one-half day session_____
   full day session_____
   over a period of time_____
   (i.e., university course or study institute)

   Instructional or Public/Cable T.V. Series_____
   a) number of programs_____
   b) program length_____
   c) number of tapes in each program_____
   d) scheduling pattern_____

4. Total number of viewers:_____

5. Indicate the type and number of viewers that made up the audience.

	Education Agency Personnel				University Students			
	P.E.	Spec/Ed	Reg/Ed	other		P.E.	Spec/Ed	other
teachers					B.S. B.A.			
administrators					M.A. Ph.D.			

6. Check the videotape(s) shown in this presentation.

Title of the Videotapes

P. This is I'M SPECIAL_____
1. Handicapped or Handicapable_____
2. Score one for P.E._____
3. On the Edge of Light_____
4. Humans in Motion_____
5. Appropriate Challenge_____
6. Principles and Practices_____
7. A Lifetime of Discovery_____
8. Places to Play_____
9. A Sense of Space_____
10. A Question of Balance_____
11. On the Move_____
12. Reaching Out_____
13. Name of the Game_____
14. Fit to Function_____

7. Comments_____

Utilization Report Forms are due to your State I'M SPECIAL Network Contact person by January 15, 1986.

NETWORK NEWS

Issue 5 January 31, 1986

The Newsletter of the I'M SPECIAL Network was compiled and edited by Stephen Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620. (813) 974-3443

WESTERN REGIONAL SEMINAR AND PROJECT RESULTS

On November 18-20, 1985, the Salt Lake Sheraton, Salt Lake City, Utah was the site of the Western Regional I'M SPECIAL Leadership Training Seminar. This Seminar, the last of the five planned seminars, was attended by thirty-four participants from eight state departments of education, the Bureau of Indian Affairs, and the Virginia Special Olympics. The following table lists the states and agencies that participated in the Western Regional Seminar and gives an analysis of the employment role of the participants.

TABLE 1: Western Seminar Participants

Agency/ State	State DOE PE	State DOE Spec. Ed.	State DOE Other	Univ.	Local Ed. Agency PE	Local Ed. Agency Spec Ed	Local Ed. Agency Other	Special Olympics	OTHER	TOTAL
ALASKA	1		1		2					4
BUREAU OF INDIAN AFFR.					1		1			2
COLORADO			1	2	1					4
HAWAII					1					1
IDAHO	1									1
MONTANA	1				2					3
NEVADA	1			1	2					4
OREGON				1						1
UTAH				2	7		3			12
VIRGINIA SPEC. OLYMP.								2		2
WEST Total	4	0	2	6	16	0	4	2	0	34

As was the case in two previous seminars (Northeast and North Central) there was snow in the air for the Project Staff and participants. As a greeting, a record of 11 inches of snow was on the ground in Salt Lake City, and during the period of Sunday to Wednesday, the Salt Lake City area received about 15 inches of new snow. Unlike the Southeastern Seminar, which was held in April, 1985 in Tampa, it was the hot tub rather than the swimming pool which was crowded with Seminar Participants.

The grand total of participants for the five planned I'M SPECIAL Network Seminars and the training sessions held as part of the Department of Defense Dependents Schools Workshop for Teachers in Physical Education for Handicapped Students conducted by the Project Staff in August, 1985, was 245. The percentage of participants by area of responsibility and employing agency is presented in Table 2.

TABLE 2: Analysis of Project Participants

Agency: / Role:	State Department of Education	University	Local Educational Agency	Special Olympics and other Programs	Total
Physical Education	08%	24%	40%	00%	72%
Special Education	07%	00%	08%	00%	15%
Other	02%	00%	07%	04%	13%
Total	17%	24%	55%	04%	100%

The greatest number of participants by role were physical educators, and local educational agencies had the highest percentage of participation by agencies. The state department of education participation was almost equal for physical and special education personnel. The mix of participants by area of responsibility and educational agency was seen by the Project Staff as a positive result and beneficial to achieving the goals of the I'M SPECIAL Network.

Overall, the Seminar Participants traveling farthest to attend one of the training seminars included those from Alaska, Hawaii, and the DoDDS personnel from Japan, Okinawa, England, and Germany. The total miles traveled by the Project Staff to conduct the I'M SPECIAL Network Seminars was 9,700, of which approximately 5,700 miles were driven.

As a result of the seminars, a total of 46 educational agencies received a complete set of the I'M SPECIAL Instructional Modules, without charge. The reproduction agreement, as explained during the Seminar, has accounted for another 118 sets of the I'M SPECIAL Series being duplicated for use in preservice and inservice education programs. Thus, as a result of the I'M SPECIAL Network Project, a total of 164 complete sets of the I'M SPECIAL Instructional Modules have been disseminated for use by the 245 trained leaders.

A final I'M SPECIAL Network Report will be prepared in May, 1986 for the Office of Special Education and Rehabilitative Services. This report will give an account of the three-year history of the Project's achievements. The Utilization Report Forms, which we hope you recently sent to your State Contact Persons for the I'M SPECIAL Network are our only means of determining the impact of this Project on inservice and preservice training programs for teachers of physical education for handicapped children.

While federal funding of the I'M SPECIAL Network Project will end May 31, 1986, the Project Directors intend to continue the Network News and the communications and resource system that has been developed. Two grant proposals for the purpose of continuing the I'M SPECIAL Network have been submitted and we are optimistic about the funding of these projects.

UTILIZATION REPORTS

Issue 4 of the Network News contained a notice that Utilization Report Forms for preservice and inservice education use of the I'M SPECIAL Instructional Modules were due to your state I'M SPECIAL Network Contact Person by January 15, 1986. In addition, a revised Utilization Report form was attached to that issue. We hope you used this form and sent your report on time to your State Contact Person.

Since this is the third and final year of federal funding of the I'M SPECIAL Network Project, we are asking you to send to your State Contact Person, Utilization Report Forms for any previously unreported use of the I'M SPECIAL Instructional Modules in preservice or inservice education programs. If you do not submit reports of your use of the I'M SPECIAL Videotapes, we cannot include your effort in our final grant report to the U.S. Department of Education, Office of Special Education and Rehabilitative Services. To submit a late Utilization Report Form, just write the date of the use of the I'M SPECIAL videotape(s) at the top of the Utilization Report Form, instead of in the blank to the right of your name, to alert us that it is not a duplicate report. You should send the Utilization Report Form to your State Contact Person as usual, so he/she can become aware of what you have done and forward to us all the late reports received. For your convenience, the newly formatted Utilization Report Form has been included with this newsletter.

We appreciate your cooperation in returning completed Utilization Report forms to your state I'M SPECIAL Network Contact person. While we don't like paper work anymore than you do, it is necessary in order to determine the results of this Project. We do want to hear from you and want you to send any previously unreported use of the I'M SPECIAL Instructional Modules by March 15, 1986 to your State Contact Person.

ADAPTED PHYSICAL EDUCATION AND SPORT: PROFESSIONAL PUBLICATIONS AND ASSOCIATIONS

The study of Adapted Physical Education and Sports has matured to a level where three excellent periodical publications, specifically addressed to these areas, are now available. These publications are ABLE BODIES, Adapted Physical Activity Quarterly, and Palaestra. The publications are useful and important sources of information concerning physical activity, physical education, and sport for the handicapped.

ABLE BODIES is published by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD, 1900 Association Drive, Reston, VA 22091) and was formerly IRUC Briefings. The Fall, 1985 issue (Volume 4, Number 3) is an excellent collection of articles concerning the history of physical education, dance, and sports for the disabled; the history of the AAHPERD Unit on Programs for the Handicapped; and the accomplishments of four outstanding pioneers in these areas.

The Adapted Physical Activity Quarterly is published by Human Kinetics (Box 5076, Champaign, IL 61820). Dr. Geoffrey Broadhead (Louisiana State University) is the Editor of APAQ and the best description of the purpose of this journal comes from the following published editorial policy statement.

Editorial Policy

> The Adapted Physical Activity Quarterly is a multidisciplinary journal, designed to stimulate and communicate scholarly inquiry related to physical activity for special populations. Disciplines from which scholarship may originate include corrective therapy, gerontology, health care, occupational therapy, pediatrics, physical education, physical therapy, recreation, and rehabilitation. Among populations considered are at-risk infants and preschoolers, school age children and young adults, many of whom receive special education and/or related services, the aging, and the old. Physical activity implies fine, gross, functional, and interpretive movement, viewed from a biomechanical, developmental, learning, physiological, or psychosocial perspective. The focus of the adaptation may be upon equipment, activity, facilities, methodology, and/or setting.
>
> The Quarterly is divided into five sections, the first three of which include submitted papers. Viewpoint is an editorial section which contains commentary on current opinion, legislative and regulatory concerns, and trends in the profession. The Research section reports original and replicated research, using appropriate scientific methodology, as well as analytical reviews of literature. The Application section contains applied investigations in settings often requiring unique methodologies, reports of case studies, programmatic developments involving strategies and techniques, and the design of equipment and facilities. The Quarterly also contains a Digest of abstracts of recently published work from around the world, and a Books & Media review section.
>
> Not all sections will necessarily appear in each issue. Occasionally a thematic approach may be used to explore a range of issues on a topic. An author index will appear in the October issue.

Palaestra, published by Challenge Publications Limited (P.O. Box 508, Macomb, IL 61455) is a forum of sport and physical education for the disabled and is published in cooperation with the U.S. Olympic Committee's, Committee on Sport for the Disabled (COSD). This journal usually includes a cover story, feature articles and seven departments (Editor's Corner, COSD Forum, National Scene, Calendar, Bits and Pieces, Focus on Training, and New Products). Focus on Training describes the background, goals, and off-season and competitive training schedules for elite impaired athletes. Palaestra is a valuable resource for teachers, coaches, and athletes, whether at an advanced or aspiring level.

The subscription rate for Palaestra is $18 per year, for four issues. The Adapted Physical Activity Quarterly has an annual subscription rate of $24 and ABLE BODIES is free with AAHPERD membership with affiliation to the Adapted Physical Activity Council.

Two professional groups have as their purpose the enhancement of programs and practices in physical education, recreation, and sport for the handicapped. These groups elect officers, conduct annual meetings, and provide various services for their members. The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Adapted Physical Activity Council was initiated in 1983 when the ARAPCS Therapeutic Council and the NASPE Adapted Physical Education Academy were merged. The Council is dedicated to providing service and leadership within AAHPERD to those professionals concerned with special populations. Membership in the Adapted Physical Activity Council is possible by joining AAHPERD and selecting either the American Association for Leisure and Recreation; National Dance Association; or Association of Research, Administration, Professional Councils and Societies sub-groups serving special populations (i.e., Dance for Special Populations). This selection on your membership application, new or renewal, will also result in your name being placed on the ABLE BODIES mailing list.

The National Consortium on Physical Education and Recreation for the Handicapped was formed to "promote, stimulate, encourage and conduct professional preparation and research in physical education and recreation for the handicapped." The Consortium publishes a quarterly newsletter and conducts an annual summer conference. Membership is open to physical educators and recreators involved in programs serving the handicapped. The annual dues are $15.00 and a membership application can be received by contacting Dr. John Hall, Department of HPER, 219 Seaton Center, University of Kentucky, Lexington, Kentucky, 40506-0219.

ON THE PROGRAM

At the Contemporary Elementary and Middle School Physical Education Conference held in Atlanta, Georgia, the I'M SPECIAL Network was explained and I'M SPECIAL Instructional Modules were shown to the conference participants. On Friday, January 17, 1986, Ann Salisbury and Robert Moore (Georgia) gave a presentation entitled "I'M SPECIAL—Elementary Physical Education for Handicapped Students: An Overview of Instructional Modules." On Saturday, Stephen Klesius showed the videotape "Name of the Game" as part of his presentation entitled "Professional Preparation in Teaching Games and Game Knowledge of Elementary, Early Childhood and Special Education Preservice Teachers." Both presentations were well attended and a summary of the contents was included in the Conference Proceedings.

The Project Staff would like to publish further uses of the I'M SPECIAL Instructional Modules, either to inform others of the purpose and content of the series or as part of a conference topical program presentation. Many of the I'M SPECIAL videotapes are useful as part of a conference presentation to illustrate the points included by the speaker or to provide background information for the topic.

WHAT DO YOU KNOW ABOUT PHYSICAL ACTIVITY TOLERANCE AND OVERWORK WEAKNESS AS RELATED TO INDIVIDUALS WITH DUCHENNE MUSCULAR DYSTROPHY?

The January 19, 1986 Parade, a Sunday newspaper magazine insert, contained a feature article on Scott Schneider, a 29 year old muscular dystrophy impaired champion athlete. His athletic achievements at the 1985 National Cerebral Palsy/Les Autres Games and personal life style are an encouragement to persons with muscular dystrophy.

How much physical activity can athletes and students with muscular dystrophy safely experience? What is known about the physical activity tolerance of individuals with muscular dystrophy? What is "overwork weakness"--is it a universal result of all levels of muscular activity or is it situational in effect? These questions will be addressed in the next issue of the Network News. We would like to serve both as contributors and editors for this newsletter entry. If you talked with athletes who have muscular dystrophy, communicated with physicians, or read publications on this topic, we would like to work with you to compile the shared information and publish it in this newsletter. This is another opportunity to engage in networking. Let's help each other by sharing information. Please send your input to Steve Klesius (PED 200) by April 1, 1986 and if time permits, a draft of the article will be sent to everyone who contributes informaton, for their review before it appears in the Network News.

IMPORTANT DATES

January 15, 1986---Completed Utilization Report Forms due to your I'M SPECIAL State Contact Person.

February 15, 1986---State Utilization Reports due to the I'M SPECIAL Network Project Staff.

March 15, 1986---Utilization Report Forms for previously unreported use of the I'M SPECIAL Instructional Modules in preservice or inservice education programs are due to the State Contact Person. This will be similar to returning a late library book without being fined.

May 15, 1986---Issue number 6 of the Network News will be mailed to you. If you want to share information or materials with other I'M SPECIAL Network Leaders, or have changed your address, please contact us so we can include your input in the Network News.

Civitan I'M SPECIAL NETWORK NEWS

Issue 6 June 2, 1986

Announcing the CIVITAN-I'M SPECIAL Network

The cover page for this issue of the Network News has a new look in recognition of the support of Civitan Clubs and the Civitan International Foundation. The Civitan International Foundation has awarded a grant to Drs. Bowers and Klesius to continue and expand the I'M SPECIAL Network, previously funded for a three year period (1983-1986) by the U. S. Department of Education, Office of Special Education and Rehabilitative Services. The original I'M SPECIAL Network grant resulted in the training of 245 educators, representing 46 state or other educational agencies in the effective use of the I'M SPECIAL Instructional Modules, as part of preservice and/or inservice education programs for all teachers responsible for physical education for handicapped children.

Drs. Bowers and Klesius had a previous small grant, 1984-1985, funded by Florida District Civitan Clubs and the Civitan International Foundation. That project resulted in the training of 149 teachers in 18 Florida school districts to be inservice education leaders for other teachers responsible for programs of physical education for handicapped students. Nine one-day workshops were funded and 17 sets of the I'M SPECIAL Instructional Modules were given to the participating school districts for use in their inservice education programs.

These efforts will continue and be expanded through the **CIVITAN-I'M SPECIAL Network.** The objectives of the **CIVITAN-I'M SPECIAL Network** are to (1) provide consultation service to state department and other educational agency personnel concerning programs of physical education for handicapped students, (2) distribute to Civitan Clubs information brochures concerning how they might provide assistance to school systems and groups concerning physical education and sports for handicapped persons, and (3) conduct an international conference for members of the **CIVITAN-I'M SPECIAL Network** and university professors, state department of education personnel, coaches of handicapped athletes, and Civitan Club members interested in physical education and sport programs for disabled persons. The Civitan International Foundation provides funds on a yearly basis, thus funding of the **CIVITAN-I'M SPECIAL Network** began May 1, 1986 and extends through April 30, 1987. Because this project sustains and expands an existing network, it is expected that, not only will the current activities of the Project Staff and the Network members be maintained, but new Network members and services will be added, in order to meet the needs of handicapped children participating in physical education and sport programs. It is anticipated, and the hope of the Project Staff, that our relationship with the Civitan International Foundation will continue for many years.

One function of the previous I'M SPECIAL Network, to be continued by the **CIVITAN-I'M SPECIAL Network**, is the consultation service between the Project Staff and educational agency contact persons in the use of the I'M SPECIAL Instructional Modules as part of preservice and inservice programs in physical education for handicapped students. In the

past, these requests for assistance to the Project Staff have included questions such as: What are different ways to provide training experiences for teachers of physical education for handicapped students? How do I secure additional sets of the I'M SPECIAL Instructional Modules for use in education programs in my state? How do I arrange for public television broadcast of the videotapes?

A new service of the **CIVITAN-I'M SPECIAL Network** will be to serve as a liaison between Civitan Clubs and individual university professors, state department and local school districts leaders. Educators who express a need related to programs of physical education and sport for handicapped students and Civitan districts and clubs that desire to support a project concerning physical education and/or sport for the disabled will be put in contact with each other by the Project Staff. The liaison function will be stimulated by means of surveys, the **CIVITAN-I'M SPECIAL Network** newsletter, and distribution of information brochures to Civitan Club members concerning subjects such as: designing and constructing an accessible and safe playground, or serving as a volunteer for a sport program for disabled persons.

Of special interest to members of the **CIVITAN-I'M SPECIAL Network** is the International Conference on Physical Education and Sport for Disabled Persons, which will be held in Tampa, Florida, February 7-9, 1987. The purpose of the Conference will be to describe the state-of-the-art research and program practices, as well as forecast future directions in physical education and sport programs for disabled persons. The Conference is designed for members of the **CIVITAN-I'M SPECIAL Network**, state and local departments of education personnel, university professors, athletic coaches, and Civitan Club members who are interested in physical education and sport for disabled persons. More information will be sent to you concerning the conference schedule and hotel accommodations, as well as a notice requesting the submission of proposals for consideration for presenting a conference session or participating in the scheduled poster-type presentations.

The first activity of the **CIVITAN-I'M SPECIAL Network** was to name Bill Price as the Project Coordinator. He is the person to contact concerning arranging for consultation services, liaison services between your agency and a Civitan Club or District, and information regarding the **CIVITAN-I'M SPECIAL Network** International Conference on Physical Education and Sport for Disabled Persons.

Drs. Bowers and Klesius continue to serve as the Project Directors and will be active in the operation and delivery of services. Dr. Klesius will attend the Civitan International Conference to be held during July, 1986, in Oslo, Norway. He will make two workshop presentations to inform Civitan Club members and Club and District officers about the **CIVITAN-I'M SPECIAL Network**, as well as to tell them how their Club or District can become involved on the local level. In addition, he will man the **CIVITAN-I'M SPECIAL Network** Exhibit Booth at the Conference, which will allow him to meet one-to-one with Civitan club members from around the world and to talk with them concerning the purpose and activities of the **CIVITAN-I'M SPECIAL Network** and how their club or district can become involved to help improve programs of physical education and sport for handicapped persons.

Already, the **CIVITAN-I'M SPECIAL Network** has supplied a complimentary set of the I'M SPECIAL Instructional Modules for use in a teacher training program in Brazil. This request to the Project Staff was made by Lorraine Bloomquist, a Northeast Region Seminar participant and professor at the University of Rhode Island, who conducted a at the University of Sergipe, Brazil in May, 1986. In addition, Bill Price and Lou Bowers have been in contact with either state department of education, physical education association leaders or university professors to bring the states of California, Missouri,

New Mexico, North Dakota, and South Carolina into the CIVITAN-I'M SPECIAL Network.

We look forward to your requests for assistance and suggestions for how the CIVITAN-I'M SPECIAL Network can further help programs of physical education or sport for disabled persons through your university, department of education, or educational agency. We also want to invite you to make plans to join us in Tampa, Florida, February 7-9, 1987, to participate in, what we hope will be, an exciting and noteworthy conference on physical education and sport for disabled persons.

About the Project Coordinator

Bill Price received his Bachelor's and Master's Degrees from the University of South Florida in 1969 and 1972, respectively. He was a physical education teacher at LaVoy School for the Mentally Retarded in Tampa for eight years and taught one year at Concord Elementary School in Capital Heights, Maryland. He has been employed part-time for five years and full-time for the past eight years as a member of the U.S.F. Physical Education Department, where he has taught courses in health and physical education for children, physical education for the handicapped and supervised undergraduate and graduate internships in elementary schools and in programs of physical education for handicapped students. He served as Coordinator of the initial I'M SPECIAL Network Project and the Florida Civitan-I'M SPECIAL Project.

Bill has been very active in the Florida Cerebral Palsy Games, Florida Special Olympics and the Hillsborough Association for Retarded Citizens. He has delivered over 90 inservice education training sessions throughout Florida and the United States. Bill is a member of Florida AHPERD; AAHPERD; the National Consortium for Physical Education and Recreation for the Handicapped; National Association, Sports for United Cerebral Palsy; and National P.T.A. He has had several articles published in PTA Today, and with Drs. Bowers and Klesius, was a consultant and contributor to the Department of Defense Dependents Schools manual on Physical Education for the Handicapped, published in 1986.

As the Project Coordinator, Bill Price is responsible for the day-to-day operation of the Civitan-I'M SPECIAL Network. He has primary responsibility for receiving requests for services from Network members or state contact persons and making the arrangements for the CIVITAN-I'M SPECIAL Network International Conference on Physical Education and Sport for Disabled Persons scheduled for February, 1987. He will coordinate hotel site and conference arrangements, as well as be responsible for conference information, registration and hospitality for participants. In short, he is the person to contact by telephone (813-974-3443) or mail (PED 205, University of South Florida, Tampa, Florida 33620) concerning the activities and services of the CIVITAN-I'M SPECIAL Network.

About Civitan International

Civitan International is a worldwide organization of civic clubs which provide opportunities for men and women to give service to their community, practice good citzenship, and enjoy each other's fellowship. The first Civitan Club was founded in 1917, and in 1920 Civitan International was formed. Junior Civitan is the phase of Civitan International that is devoted to civic leadership and service on the part of students in grades 7-12.

Civitan was founded in Birmingham, Alabama and now has clubs in the United States, Canada, Federal Republic of Germany, Norway, Sweden, China, Republic of Korea, and Japan. Civitan Clubs are organized into districts and each district is represented by a governor. In addition to weekly club meetings, Civitan members and officers hold district and an

annual international convention.

Civitans have been involved with programs for mentally retarded and physically handicapped students for many years. The Civitan Clubs, through donations and volunteer service, have been active participants in district, state, and international games of SPECIAL Olympics Incorporated.

Participant Evaluation of the I'M SPECIAL Network Western Region Seminar

The participants of the I'M SPECIAL Network Western Region Leadership Training Seminar completed evaluation forms each of the three days of the seminar. The evaluation rating scale used a 5 to indicate strongly agree, 4 to indicate agree, 3 to indicate partially agree, 2 to indicate disagree, 1 to indicate strongly disagree, and 0 to indicate not applicable. The first and second day evaluation forms included four questions related to the seminar organization and arrangements, and the form used for the last day had two questions of this nature. All three daily evaluation forms had three questions concerning the participant's perception of the information value, interest level, and usefulness of the I'M SPECIAL Instructional Modules, shown as part of the seminar's daily schedule of activities. In addition, the evaluation form had open-ended questions which gave the participants an opportunity to state their opinion.

The average of all evaluation ratings for each day of the seminar were as follows: Day 1 = 4.56, Day 2 = 4.41, and Day 3 = 4.62. The range of Day 1 ratings was 4.40 to 4.80, the Day 2 range was 4.00 to 4.63, and the ratings for Day 3 ranged from 4.32 to 4.79. The combined ratings for all of the fourteen I'M SPECIAL Instructional Modules shown during the seminar were as follows: a) information value = 4.53, b) interest level = 4.62, c) usefulness = 4.48.

In terms of the open-ended response questions, the participants described the facilities as above average, with 19 comments ranging from "super" to "good" and three comments termed the facilities "comfortable" or "adequate." Cool meeting room temperatures and noise from outside the meeting room received a total of four participant comments. The I'M SPECIAL Network Staff's effectiveness was rated on all three days of the seminar and the composite remarks were as follows:

a) "excellent," "very helpful," and "clear" = 32 comments
b) "very effective" or "extremely effective" = 17 comments
c) "organized" and "coordinated" = 15 comments
d) "knowledgeable" and "competent" = 5 comments

The evauation responses to the open-ended evaluation questions indicated that the participants liked the opportunities for idea sharing and thought the seminar was well organized, helpful, and informative. The participants would have liked more "activity" sessions which would have resulted in less "sitting and listening" on seminar days one and two. There was also strong support on the third day for the participants to "stay in contact" with the Project Staff.

The conclusion can be drawn, from the analysis of the participants' evaluation forms, that the Western Region I'M SPECIAL Network Leadership Training Seminar was held in an excellent facility and conducted by a knowledgeable, organized, and effective project staff. The seminar was attended by participants who were very pleased with the results of the workshop, found it to be useful, and wanted to remain in communication with each other and the Project Staff.

I'M SPECIAL Instructional Module Utilization: Report Number Three

Utilization report forms were received from 19 I'M SPECIAL Network Team contact persons or members for use of the I'M SPECIAL Instructional Modules during the period from July to January, 1986. The total number of viewings for this reporting period were 5,217 preservice and 6,487 inservice viewings. The most frequently used videotapes were, "Handicapped or Handicapable" and "Name of the Game." A rank order listing of the frequency of use of each videotape during this report period is presented in Table 1.

Table 1

Rank	Videotape Title
1.5	Handicapped or Handicapable, and Name of the Game
3.0	Principles and Practices
4.5	Places To Play, and This is I'M SPECIAL
7.5	Score One for Physical Education, Appropriate Challenge, Sense of Space, and Reaching Out
10.5	Lifetime of Discovery, and Fit to Function
12.0	On the Move
13.5	Humans in Motion, and Question of Balance
15.0	On the Edge of Light

The following table presents the total number of viewings of the I'M SPECIAL Instructional Modules as reported by members of the I'M SPECIAL Network during the implementation phase of this project.

Table 2

Report	Date	Utilization			
		Preservice	Inservice	Undifferentiated	Total
1	March, 1984 to January, 1985	1,458	762	0	2,221
2	to July, 1985-	5,172	4,121	2,361	11,654
3	to January, 1986-	5,217	6,487	0	11,704
	Grand Total -	11,847	11,371	2,361	25,579

This number of viewings was reported for the time period from January, 1984 to January, 1986. As stated in the last issue of the Network News, the total number of viewings reported is computed by counting one person viewing one videotape, as one viewing. Secondly, because the unreported or verbally reported uses of the I'M SPECIAL Videotapes

are not counted, the reported total number of viewings are only a portion of the total use of the I'M SPECIAL Instructional Module materials.

For the most recent utilization report period, July to January, 1986, viewings of the I'M SPECIAL Instructional Modules videotapes were reported by 16 states, the District of Columbia, the Department of Defense Dependents Schools and the Virginia Special Olympics. As previously stated, there were a total of 11,704 viewings with 5,217 preservice and 6,487 inservice viewers. Summary reports for each of the reporting educational agencies are presented below, in alphabetical order.

Alaska

Myra Howe has requested us to send the master videotapes to reproduce five copies of the Series, to be used throughout the state.

Colorado

Utilization reports were received from Nancy French, Judy Ray and Dean Betts. Dean Betts is using the Series in several courses at the Unversity of Northern Colorado. A total of 48 preservice viewings of the I'M SPECIAL Videotapes were reported.

Department of Defense Dependents Schools

A utilization report was sent to the Project Staff by Carolyn Haberer, Mannheim Elementary School in West Germany, reporting an inservice showing of "Handicapped or Handicappable" for a group of 20 educators.

District of Columbia

Doris Wilson and Richard Jones reported that the I'M SPECIAL Instructional Modules continue to be used by teachers and as part of presentations in the District of Columbia.

Florida

Cheryl Wren and the I'M SPECIAL Network Project Staff reported using the I'M SPECIAL Instructional Modules as part of programs for United Cerebral Palsy, a parents group, and inservice education presentations. Of course, the Modules are being used at the University of South Florida in undergraduate and graduate courses. A total of 1,467 preservice viewings and 89 inservice viewings were reported.

Hawaii

Six inservice education program uses of the I'M SPECIAL Instructional Modules were reported by Cathy Brasher, Larry Nygan, Joanne Parrish, and Stephanie Kataoka. A total of 122 viewings were reported since the Western Region I'M SPECIAL Leadership Training Seminar, which was held in November, 1985.

Iowa

Kathy Gundlach, Chelle Manhardt, Susan Brophy, Jackie Krogh, Lynn Pomplun, and Robert Tucker reported 98 preservice and 765 inservice education viewings of the I'M SPECIAL Instructional Modules. An Iowa State AHPERD Convention presentation and a conference at Drake University were conducted during this report period by the "I'M SPECIAL Iowa Leadership Team." This conference is described later in this newsletter.

Kansas

The I'M SPECIAL Instructional Modules are being used in undergraduate adapted physical education and graduate motor development courses by Barry LaVay at Fort Hays State University. A total of 240 preservice viewings were reported.

Louisiana

George Smith and Jimmy Wallace each made a presentation with a total of 144 inservice education viewers. Janice Fruge reported that the I'M SPECIAL Instructional Modules are being used in graduate and undergraduate courses at five Louisiana universities.

Massachusetts

Susan Abendroth reported that the I'M SPECIAL Instructional Modules were shown at the MAHPERD Convention with "several hundred" people in attendance. Utilization reports from Carol Gregory and Beth Evans indicated that there were 838 preservice and 267 inservice viewings of the videotapes.

Minnesota

Steve Grineski, George Hanson, Daryl Miller, and Randolph Miller completed utilization reports for inservice and preservice uses of the I'M SPECIAL Instructional Modules. There were 600 preservice and 1,131 inservice viewings. The Series is also being used in teacher education courses at St. Thomas College and Moorhead State University. The section of the newsletter entitled, "Sample I'M SPECIAL Workshops" presents a description of a conference directed by Steve Grineski which used the I'M SPECIAL Series as part of the program.

Montana

Spencer Sartorius made a presentation using two videotpes to 20 staff members of the Office of Public Instruction Services Unit. As a result ot this meeting, approval for the reproduction of 5 copies of the Series was given.

Nevada

Kay Genasei reported that Nikki Eoff, Jeannie Cox Tribble, and Ed Gickling are using the I'M SPECIAL Series in the Washoe County School District and at the University of Nevada, Reno. The Nevada State Team met during April to discuss state needs and uses of the Series. A total of 20 preservice and 15 inservice education viewings were reported.

New York

Pat Krebs is now with the New York Special Olympics, Inc., and is pursuing the use of the I'M SPECIAL materials with their coaches. Larry Waite reported that Joe Winnick, Diane Craft (new address: State University of New York at Cortland, Department of Physical Education, Cortland, NY 13045), Diane DeBacy, and David Gilson reported use of the Series. The New York totals were 502 preservice and 450 inservice viewings of the I'M SPECIAL Instructional Modules.

North Carolina

Jim Rich's summary of the I'M SPECIAL Team's utilization of the Series reported 399 preservice and 2,313 inservice viewings. This represented 9 preservice uses and 11 inservice presentations. He further reported plans for construction of 6 playgrounds for handicapped students with funding provided by local Civitan Clubs.

Oklahoma

Tom Hollis and Fretta Jones have joined Harvey Tedford in the State Department of Education Office as physical education specialists and have been thoroughly educated in the use of I'M SPECIAL Series. Dorothy Marotte, Muriel Herbrand, Kathleen Black, Steve Moyer, Vickie McKeamon, Jim Jordan, and Nancy Trammel use the I'M SPECIAL Instructional materials as part of university courses. The number of preservice viewings was 225 and 30 inservice viewings were reported.

Rhode Island

Dianne Devine, Claire Robinson, Dorothy Brightman, Ben Lombardo, Paula Sauber, and Loraine Bloomquist used I'M SPECIAL Videotapes with 415 preservice viewings and 15 inservice viewings.

(Continued on Page 10)

The Project Staff Reflects on the Project's Accomplishments

Each of the members of the I'M SPECIAL Network Project Staff, (Lou Bowers, Steve Klesius, and Bill Price) separately stated in writing their reflections concerning the achievements of the I'M SPECIAL Network Project and their impressions of the impact of this project. The results of this reflective process are summarized in the following paragraphs.

While it was, and remains, a Project goal to achieve 100% participation of all states, districts, territories, and governmental agencies, this was perhaps unrealistic in terms of factors such as: state department/agency budgetary restrictions, out-of-state travel policies, personnel changes, and perceptions that enough was already being done concerning physical education for handicapped students. The participation of forty state departments of education; the education departments of the District of Columbia, Puerto Rico, and the Virgin Islands; the Department of Defense Dependents Schools and Bureau of Indian Affairs; Special Olympics; and the United States Tennis Association was a significant and noteworthy accomplishment.

The process of sending a description of the Project and an invitation to participate in the Project to chief state school officers, with copies to the state department of education special education, physical education, and inservice education coordinators, was used to secure participation, since the goal was to have the participants form a state department of education sponsored team. When this process worked effectively, the result was the formation and support of a state team and the establishment of a state department of education project contact person. This person was extensively involved in pre-seminar project activities and continues to communicate with the Project Staff, as well as the members of the state I'M SPECIAL Network Team.

While the purpose and objectives of the I'M SPECIAL Network Leadership Training Seminar were thought to have been clearly communicated in correspondence coming from the

Project Office, this information was not always received by the participants. Some participants expected to learn to conduct programs of physical education for the handicapped rather than how to use the I'M SPECIAL Instructional Modules as part of preservice and inservice education programs. However, the instances of this were minimal and the participation of persons with this orientation was helpful to the overall development of the state plan for using the I'M SPECIAL Instructional Modules. In addition, the pool of talented professionals sharing ideas and discussing topics of interest, both during the conference schedule and their evening free time, was a rich source of information for the Seminar leaders and participants.

Each Regional Leadership Training Seminar, while having a similar agenda and the same objectives, was uniquely different. These differences were due to adjustments made in the schedule according to the geographic location of the seminar, the characteristics and needs of participants, and implementation of changes as a result of the daily formative evaluation process completed by the participants. While the seminars may have appeared to be "routinely conducted" by the Project Staff, each member of the Staff had a high degree of commitment to being open to the suggestions of the participants to meet the goals of the Project.

With the continuation of the I'M SPECIAL Network as the CIVITAN-I'M SPECIAL Network, both the number of states and other educational agencies that are participating in the Network will expand. As a result of the continued support of the Project, states may be further stimulated to provide entry level training experiences to help prepare teachers in their state in physical education programs for handicapped students, as well as to add leaders to their state/agency team.

The Seminar participants seemed to acquire a special feeling, a sense of inclusion and accomplishment, as a result of participating in an I'M SPECIAL Leadership Training Seminar. The Project Staff recognized the large number of talented and committed people who participated with the goal of improving programs of physical education for handicapped children. Some people were excited that so much was accomplished while others were a bit frustrated that more couldn't be done or that more "in depth" levels of training materials were not available. However, many of the participants and the Project Staff felt that the Seminar provided an opportunity for a group of leaders to come together to discuss and plan how to improve programs of physical education for handicapped students through preservice and inservice education programs within their state. The Seminar was viewed as a stimulus for planning state/agency activities to meet identified needs, using local talent, and identifying appropriate inservice and preservice teacher training materials concerning physical education for handicapped students.

As a result of the I'M SPECIAL Network Project, 45 sets of the I'M SPECIAL Instructional Modules were disseminated without cost, and through the reproduction agreement, 186 copies of the Series have been made available for use within states and agencies. In total, through direct sales and a Civitan International Project conducted for 18 Florida School Districts, a total of 303 sets of the I'M SPECIAL Instructional Modules are in use as of January, 1986. In addition, through arrangements with the University of South Florida Film Library, the I'M SPECIAL videotapes were televised via the Public Broadcast System throughout New Jersey, with permission for public school districts in the State to make copies of the videotapes. This same agreement has been reached for the State of North Carolina Department of Education and the Series will be broadcast in that state beginning in the fall of 1986.

Participants and the Project Staff expressed the feeling that the I'M SPECIAL Network should use a variety of means of communication in order to keep in contact with

each other. The Network News, reunion meetings at the National AAHPERD Convention, and the CIVITAN-I'M SPECIAL Network International Conference on Physical Education and Sport for Disabled Persons, are ways that the Network members can share ideas. The state teams should make plans to conduct annual meetings, either at their state AAHPERD Conference or as a Department of Education meeting, in order to report their activities and discuss continuing projects.

The acceptance and utilization of the I'M SPECIAL Instructional Modules has been outstanding. The Utilization Report Forms, unfortunately, only provide a partial representation of the use of the Series in preservice and inservice education for the physical education for handicapped students. We hear about many other activities within states in which the I'M SPECIAL materials were utilized but cannot officially report them because no Utilization Report Form was sent to us. In a year-and-a-half (three report periods), the total number of viewings of the I'M SPECIAL Instructional Modules was 25,579, with 11,847 preservice, 11,371 inservice, and 2,361 undifferentiated viewings. The I'M SPECIAL Modules were used as part of undergraduate courses, graduate courses, staff development workshops, and professional conferences.

Sample I'M SPECIAL Workshops

The next five pages present information describing two I'M SPECIAL Workshops presented in Iowa and Minnesota. The Iowa I'M SPECIAL Leadership Team, Drake University and the Iowa Department of Education sponsored and conducted a one-day workshop. The announcement for this conference and the agenda are attached for your review. The next two pages present a brochure describing a two-day workshop conducted by Steven Grineski and sponsored by Moorhead State University and the Minnesota State Department of Education. The last page is a study guide for Module 9, "Sense of Space" which was designed by Steven Grineski for use by the conference participants.

The CIVITAN-I'M SPECIAL Network Project Staff thanks Susan Brophy, Kathy Gundlach, Jackie Krogh, Chelle Mannhardt, and Lynn Pomplun (Iowa) and Steven Grineski, George Hanson, Ron Dreschel, Susan Hooper, Jim German, and Dick Bynum (Minnesota) for giving us permission to share this information with all the members of the CIVITAN-I'M SPECIAL Network. We want to share your workshop descriptions and success stories. Keep those cards and letters coming in!

(Continued from page 8)

Texas

Nanette Smith, Jean Horson, Fred Shafer, Fred Martinez, and Claudia Knowles reported 471 inservice education viewings of the I'M SPECIAL Instructional Modules. Instructional aides were included with physical and special education teachers for these inservice education workshops.

Utah

Hester Henderson and Linda Koch reported 245 inservice education viewings of the I'M SPECIAL Instructional Modules. Forty-nine physical and special educators and nine administrators attended four one-hour inservice sessions.

Virginia Special Olympics

Mary Alice Flynn, Linda Lampman, and Peter Lampman reported that they will present the I'M SPECIAL Series at the Virginia Special Olympics Spring Workship and that one

(Continued on page 16)

Iowa
a place to grow

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319-0146

ROBERT D. BENTON, Ed.D., COMMISSIONER
David H. Bechtel, M.S. Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY COMMISSIONER

I'M SPECIAL Workshop

March 20, 1986
Olmstead Center

Drake University

ATTENTION:

Elementary Physical Education Teachers, Elementary Special Education Teachers and others interested in attending an

I'M SPECIAL Workshop

Please join us for an exciting workshop presented by Drake University and the Department of Public Instruction.

The goals of the workshop are:

1. To introduce a few of the I'M SPECIAL modules.
2. To become aware of the Adapted P.E. and how A.P.E. and the regular P.E. Specialist may work together.
3. To understand why children, including the handicapped, need P.E.
4. To apply principles of P.E. in selecting and designing learning experiences for children.
5. To analyze the components of a game and use games to achieve educational objectives.
6. To recognize the importance of fitness for everyone.
7. To discuss with colleagues the I'M SPECIAL modules, activity ideas that work, and how to make integration a success.

Plan now to attend! No registration fee! Join us for a day of activity and sharing of ideas and experiences. Dress Casual, ready to participate.

The I'M SPECIAL Iowa Leadership Team

Susan Brophy
Jackie Krogh
Kathy Gundlach
Chelle Mannhardt
Lynn Pomplun

***** PLEASE PASS THIS INFORMATION ON TO ANY OTHER TEACHER THAT MIGHT BE INTERESTED IN ATTENDING. IF THERE ARE ANY QUESTIONS, PLEASE CALL ANY MEMBER OF THE LEADERSHIP TEAM.

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319-0146

Iowa
a place to grow

ROBERT D. BENTON, Ed.D., COMMISSIONER
David H. Bechtel, M.S. Administrative Assistant
JAMES E. MITCHELL, Ph.D., DEPUTY COMMISSIONER

I'M SPECIAL Workshop

Olmstead Center

Drake University

AGENDA

8:00 - 8:30	Registration
8:30 - 8:45	Drake University Welcome
8:45 - 9:00	Introduction of I'M SPECIAL
9:00 - 9:45	Handicapped or Handicapable
9:45 - 10:00	Break
10:00 - 10:30	The Appropriate Challenge
10:30 - 11:00	Principles and Practices
11:00 - 11:30	Small Group Discussion
11:30 - 12:30	Lunch (Food Service available in the Olmstead Center)
12:30 - 1:30	Name of the Game
1:30 - 2:00	Small Group Discussion
2:00 - 3:00	Fit to Function
3:00 - 3:30	Closing Discussion, Workshop Evaluation

I'M SPECIAL --- Instructional Modules Sequential Physical Education for Children Individualized Appropriate Learning

Continuing Education
Moorhead State University
Moorhead, MN 56560

I'm Special

Workshop in Developmental/Adapted Physical Education

March 14-15, 1986
Nemzek Hall
Moorhead State University

Sponsored by: MSU Division of Continuing Education
Department of HPER
State Department of Education

WORKSHOP PURPOSE

The purpose of this workshop is to provide information about teaching physical education for **all** students. **The I'm Special Instructional Modules** (videotape and printed materials), produced at the University of South Florida will provide the content for the workshop.

WORKSHOP DESCRIPTION

The *I'm Special Instructional Modules* are designed to demonstrate effective physical education programming for **all** children. These modules present physical activities, modified equipment and principles for providing a developmental program for physically, intellectually, emotionally or sensory impaired students enrolled in regular or special education programs.

WORKSHOP OBJECTIVES

The participant will be able to:

1. State reasons why ALL children need physical education.
2. State the mandates and regulations of P.L. 94-142 as it relates to physical education.
3. Identify the biological systems of the human body, and how impairments affect motor performance.
4. Explain reasons for using developmental physical education experiences with handicapped children.
5. Describe physical activity experiences to improve children's:
   a) body and spatial awareness
   b) manipulative patterns
   c) physical fitness
6. Analyze the components of a game and use games to achieve objectives.
7. Identify modified and specialized equipment used in physical education for children with impairments.

WORKSHOP AUDIENCE

This workshop will be of interest to any person involved or supportive of persons with impairments.

REGISTRATION INFORMATION

Pre-registration is highly recommended. Use the pre-registration form provided in this brochure. **Deadline for pre-registration is March 7, 1986.**

PROGRAM SCHEDULE

Friday, March 14

4:00-4:45	Registration—Nemzek Rm 203 Workshop—College Credit (students enrolled for one credit in PE 499(G) will complete an additional assignment.
4:45-5:00	Welcome and Notices—Steven Grineski
5:00-5:15	Introduction to *I'm Special*—George Hanson
5:30-6:15	Keynote Presentation—George Hanson **Advocacy for D/A.P.E."**
6:15-6:45	Meal
6:45-8:00	**Principles and Practices**—Steven Grineski
8:00-9:15	**Appropriate Challenge**—Ron Dreschel and Susan Hooper MSU A.P.E. Students

Saturday, March 15

8:00-8:30	Continental Breakfast and Sharing
8:30-9:45	**Name of the Game**—George Hanson
9:45-10:45	**Humans in Motion**—Jim Gemar
10:45-12:15	**Sense of Space**—Steven Grineski
12:15-1:15	Lunch on your own (Nemzek Concessions, Student Union Deli, Campus Food Service, F/M Restaurants)
1:15-2:15	**Reaching Out**—Steven Grineski
2:15-3:15	**Fit to Function**—Dick Bynum
3:15-3:30	Sharing
3:30-4:00	Closure Summary and Evaluation

LODGING

Please make your own lodging arrangements:
Super 8, Moorhead / (218) 233-8880
Regency, Moorhead / (218) 233-7531

REGISTRATION:

***I'm Special*: Workshop on D/A.P.E.**
March 14-15, 1986

Name: _____

Home Phone: _____

Address: _____

City/State/Zip: _____

Check registration desired. **Submit checks made payable to Moorhead State University with pre-registration.**

[ ] *Credit participant:*
- [ ] MN Graduate $49.25
- [ ] ND Grad with reciprocity $49.25
- [ ] MN Undergraduate $39.25
- [ ] ND Undergrad with reciprocity $36.00
- [ ] Non-resident Grad $78.80
- [ ] Non-resident Undergraduate $63.70

(ND residents must pay out-of state fees unless granted reciprocity at time of conference. Above rates include one-academic credit, printed materials, coffee and continental breakfast on Saturday.)

[ ] *Non-credit participant*—$6.00. Includes printed materials, coffee, and continental breakfast on Saturday.

Please note: all registrations at door will cost an additional $2.00.

[ ] *Friday evening meal*—$2.25 (optional). Includes deli-type sandwich, fruit, cookies, chips and beverage. Pre-registration is required for this meal by March 7. (Please include the $2.25 in your payment above if you wish this option.)

Concessions will be available Friday evening and Saturday.

Return by March 7th to: **Steven Grineski, HPER Department, Moorhead State University, Moorhead, MN 56560.** Phone: (218) 236-2315

Sense of Space

Module 9

1. Small group discussion of terms:

   body awareness, body image, laterality, directionality, temporal awareness, spatial awareness, kinesthesis, bilaterality balance. (dynamic, static)

2. View Sense of Space.

3. Participation in activities designed to enhance body and spatial awareness.

4. Small group discussion.

   A. Why is it important to develop body and spatial awareness of handicapped students?

   B. How about children who experience problems with body and spatial awareness? (define clumsy, awkward, R/L deficits)

5. Large group discussion on teaching strategies that enhance the development of body and spatial awareness:

   A. Problem solving questions

   B. Creating scenarios

   C. Obstacle course

6. Group participation in body and spatial awareness activities using the three specified teaching strategies.

7. Small group activity.

   A. Design movement tasks designed to enhance Part 1 from the Analysis of Movement - My Body... Use problem solving questions.

   B. Design a movement task designed to enhance Part 2 and 3 from the Analysis of Movement - Moves... and In Space... Use the obstacle course strategy.

   C. Design movement tasks designed to enhance Part 4 and 5 from the Analysis of Movement - In Time and With Force and With Flow. Use scenarios.

8. Share/Teach.

(Continued from page 10)

teacher viewed six of the videotapes. They reported (in February) that while it has only been months since the Western Region Seminar, they have been so busy that it seems like years.

The Project Staff appreciates the efforts of the State Contact Persons and the I'M SPECIAL Network Members who completed Utilization Reports. These data are needed to report the effectiveness of our Project and to help us better serve your needs. We congratulate you for a job well done!

The CIVITAN – I'M SPECIAL Network News is supported by a grant provided by the Civitan International Foundation. The newsletter is compiled and edited by Stephen E. Klesius, Louis Bowers, and Bill Price, University of South Florida, Tampa, Florida 33620–8600, (813) 974-3443.

DEPARTMENT OF PHYSICAL EDUCATION
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA 33620-8600

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
TAMPA, FLORIDA
PERMIT NO. 257